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ABSTRACT

Between 1965-1972, a total of 150 Michigan farmers participated in the 3-year Kellogg Farmers Study Program, a model for leadership development established at Michigan State University. Participants were selected primarily on the basis of their demonstrated interest in community affairs and their potential leadership abilities. The liberal arts curriculum was designed to increase the participants' understanding of the social, economic, and political framework within which modern agriculture functions and to use that framework in analyzing local, state, national, and international issues. Each year of the program was designed to reflect a balance of rigorous inquiry through reading, lectures, discussions, interviews, and observation. Farmers spent three weeks together in study-discussion institutes each year. Wives were included in a summer institute at the end of each year. A 1-week state travel seminar was part of the first year's 21-24 day schedule. Participants went on a 2-week national travel tour as part of the second year's 30-33 day program. In the third year, participants attended the program for eight to nine weeks which included a three to five week international travel seminar. The program was successful, and its objectives and methodology were utilized by projects in other areas. Appendices include pertinent information and forms. (CM)

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# THE KELLOGG FARMERS STUDY PROGRAM

An
Experience In Rural
Leadership Development

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RC 012943

A report of the program for rural leadership at Michigan State University, Lansing, Michigan, for The W.K. Kellogg Foundation, Battle Creek, Michigan.

# THE KELLOGG FARMERS STUDY PROGRAM

*an experience in rural leadership development*

*Edited by Dr. Howard L. Miller*
*Extension Management Information*
*Michigan State University*

The Kellogg Farmers Study Program for rural leadership was funded by the W. K. Kellogg Foundation of Battle Creek, Michigan, and directed by staff of the Department of Agricultural Economics and the Cooperative Extension Service of Michigan State University, East Lansing, Michigan. September 1976

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## ACKNOWLEDGMENTS

Their numbers are legion. Over nearly a decade, countless people from Michigan State University, across the state, around the nation, in cities and hamlets of the world, helped shape the perspective which was to form the character of the Kellogg Farmers Study Program. From laborers, presidents and kings; legislators, businessmen, lobbyists and professors; labor leaders, civil servants, political activists, and ordinary citizens; even illiterate beggars, came an abundance of information, philosophy and broadened vision. From the 150 young farmers participating came a unique sharing, an interchange and motivation for an experience that would leave an indelible mark on themselves, their families and their communities.

To the leadership, initiative, and support of people like Dean Thomas K. Cowden, Dr. Lawrence L. Boger, Dr. Paul A. Miller, Dr. Arthur Mauch, the program owes its conception and birth. To the program coordinators — David Boyne, Myron Kelsey, Richard Feltner, Glynn McBride, David Cole, G. E. Rossmiller, David Armstrong, Ralph Hepp, and William Kimball — it owes its development and a reality that began in 1965 and concluded in 1972.

This report, an attempt to document an experience spanning those seven years, is a product of the talents of many people including several already mentioned. Special acknowledgement is due to Janet Favero, Sandra Clark, Roberta Yafie and Ellen VanderLugt at MSU and to Dr. Gary King and Connie Polasky of the W. K. Kellogg Foundation.

The report is a summary of what took place, how it happened, and what resulted. The recording of accomplishment is admittedly tempered by individual feelings and subjective judgments which fill voids left by more critical evaluation.

The vision, dedication, enthusiastic participation and continuing support of many contributed to the experience. The financial aid of the W. K. Kellogg Foundation made possible another milestone in helping to build a better rural America.

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## FOREWORD

The Kellogg Farmers Study Program was without a doubt one of the outstanding programs on the MSU campus during my tenure as president. It was my privilege to watch this program develop and grow from conception to actuality in the hands of dedicated MSU colleagues. I met with all the outstanding young farmers in the program and learned not only of their goals and objectives in the rural communities from which they came, but of the potential they had for developing leadership qualities for their local areas, for the State of Michigan and for significant national roles.

Having viewed the program and its participants both from the inside at MSU and later from the outside in meetings with Kellogg Farmers in Washington during my tenure as administrator of AID, I give it an overall rating of "grade A+."

I remember very well hearing Tom Cowden, Dean of the College of Agriculture and Natural Resources at MSU while the Kellogg Farmers Study Program was operating, say on several occasions that this was the program he was most proud of. I am sure others who have had close contact with this program feel the same way.

It took a great deal of time and effort by faculty, administrators and the farmers and their families. But the payoffs are now obvious — outstanding young rural farmers who are demonstrating real leadership in their rural communities. Many are becoming national spokesmen for agriculture. Young men of this quality and experience are one of the greatest resources any state or country can boast.

It is difficult to pinpoint precisely why the Kellogg Farmers Study Program has been so successful. It is obvious that many inputs, many of them not particularly unique, were brought together to make this program work. One was the care with which young farmers with proven leadership potential were chosen as participants. Another was the involvement of the best resource people to be found on campus, in the state, across the nation and around the world. The administrators and coordinators of the program believed in what they were doing and used some of the more innovative and creative techniques they could put together. Finally, the W. K. Kellogg Foundation had the courage and the foresight to generously fund this effort.

This publication tells what actually happened in the Kellogg Farmers Study Program and why it has been hailed as such a success. All of us will hear for many years to come about this program and the leadership model it has established.

John A. Hannah

John A. Hannah

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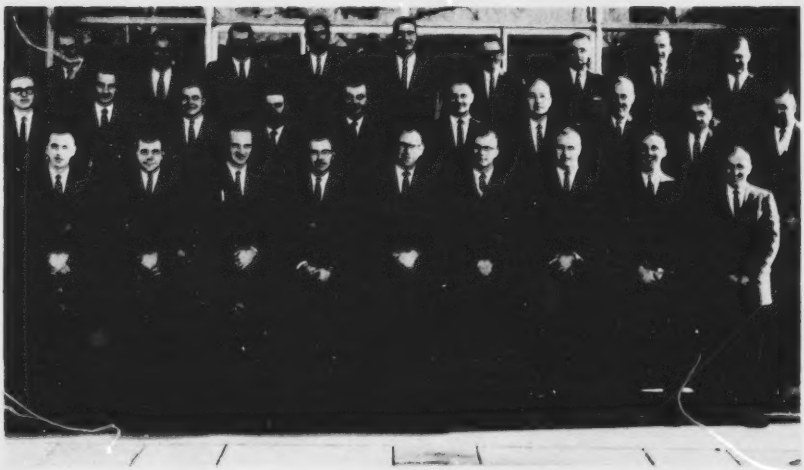
*Michigan State University Faculty Coordinators included (from left) Ralph Hepp, David Cole, David Armstrong, Glynn McBride, G. E. Rossmiller, Bill Kimball and Mike Kelsey.*



*One of the typical groups of young farm leader participants.*

## CHAPTER ONE:

### The Program's Development

If leadership is taught, what is the curriculum? If leadership is discovered, what are the selection criteria? If leadership is developed, what is the process? If leadership is the sum of these, how is a model constructed?

Leadership is a vital ingredient of human interaction. It is a paramount principle of our American democracy. But how is it acquired? How is its development fostered? How do its components become action? The Kellogg Farmers Study Program is one program model for leadership developments and its seven-year experience indicates it was effective.

In the two decades following World War II, several key people at Michigan State University (MSU) recognized the continuing need for effective rural leadership. Agriculture, like the industrialized society to which it belongs, was growing more complex.

Dr. Arthur Mauch, MSU professor of agricultural economics, believed this need could be met with a concentrated effort toward a few key individuals rather than a broad-spectrum public affairs program involving large numbers of families or communities. In the 1950s, he organized public policy workshops dealing with agricultural production and marketing, community affairs, and international development. His goal was better informed rural leaders in Michigan.

In the mid 1950s Dr. Paul A. Miller, who was at that time director of the Cooperative Extension Service, initiated the concept of "agricultural statesmen" — persons intensively trained and well-informed on the state's public policy issues, particularly those applying to rural areas.

Dr. Thomas K. Cowden, then dean of MSU's College of Agriculture and Natural Resources, proposed the creation of a "Committee of 100." Such a statewide group of farmers and rural leaders would be knowledgeable about current issues and able to present effective seminars throughout Michigan.

These and other variations of the concepts persisted. The College created a Department of Resource Development. Public policy, rural and community development programs had a major focus in both instructional and Extension Service programs.

Eventually, Dr. Lawrence L. Boger, then Chairman of the Department of Agricultural Economics, assigned MSU faculty Dr. David Boyne, Dr. Russell G. Mawby, and Dr. Mauch the task of developing a program proposal for leadership development. Others also helped in providing the vision and promotion for such an undertaking that ultimately produced the Kellogg Farmers Study Program (KFSP).

Behind the KFSP evolvement was the assumption that many successful Michigan farmers, though well-schooled in technology and management, were lacking in social science and liberal arts knowledge and understanding. Many advisors believed that a broad background in the humanities as well as the social sciences, and a knowledge and understanding of world economics and politics were essential for solving the special problems rural people faced in the space age.

Also basic to the program concept was the belief that a concentrated training experience could accelerate the leadership development process. Normally, many years are required for potential leaders to rise to responsible leadership positions in the community. The KFSP was designed to speed up much of the extended metamorphosis which is commonly part of leadership attainment.

The proposals left the drawing board. The model was assembled, the organization put in place and from 1965-1972, a total of 150 Michigan farmers participated in the unique program. They, and the MSU faculty coordinators whose responsibility it was to test the leadership model, have been part of an evolving experience. It is one which, hopefully, others may wish to duplicate or modify or build upon. This report attempts to capture, document and interpret the development, strategy, and results which comprised the seven year venture.

### *Program Goals*

Two major objectives of the study program were (a) to create a better understanding of the economic, political and social framework of American society and (b) to apply this understanding to the complex problems and unique concerns of agriculture and rural communities. To fulfill these goals, there was an implicit intent to create and test a model that might well serve other sectors of society in identifying potential and developing leadership.

A major focus of the 1965 study program proposal to the Kellogg Foundation was to develop a nucleus of informed agricultural and rural leaders across Michigan. The proposal stated that, "It is proposed to establish at Michigan State University a program of study for potential agricultural leaders. A primary objective in this proposal is to expand and broaden the educational effort to develop agricultural leaders."

To implement the broad program goals, specific objectives with a participant focus were developed. The program was designed to:

1. Encourage participants to identify problems facing today's society and analyze alternative solutions. It was assumed that participants needed to develop a greater understanding of the social sciences and the humanities. Specifically, this meant developing a minimum level of competence in and knowledge of a broad spectrum which would include political science, sociology, world religions, economics, international studies, history, education, applied philosophy, and the arts. Collectively, these disciplines would provide participants with an improved understanding of the relevance of the aesthetic, intellectual, and moral values found in their own culture and in those of others.

2. A second objective was to develop skills in problem **analysis,** which requires both a knowledge base and process skills. To that end, the program was formulated to help participants develop a minimal working level of skills in debate, logical inquiry and communication, including reading, writing, speaking and critical thinking.

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3. Critical thinking ability was deemed highly relevant. If this could be better developed in participants, it would help them become more open-minded in their beliefs about ideas, institutions, cultures, social groups, and interpersonal relations. Such skills, coupled with expanded knowledge of the humanities and social sciences, would enable participants to make more informed, independent, intelligent, and critical judgments. Increased knowledge and skills would help participants become more cosmopolitan and more aware of the impressions they conveyed to others.

4. A broadened knowledge of public issues that influence Michigan's agricultural and rural communities was another objective. This was implemented in two ways: by helping participants increase their knowledge of local, state, national and international political affairs and the structure and process of political institutions; and by aiding in identification of agricultural and non-agricultural policy alternatives.

5. Given problem identification and analysis abilities and an understanding of the problems and issues facing agriculture and rural communities, it was presumed that participants would be motivated to develop necessary skills for leadership and responsible citizen participation. This was seen as a natural outcome, as was developing individual motivation for public service in local, state and national affairs. While the latter was an objective of the program, it was never overtly emphasized. There were concerns that this might alienate participants from their communities — the very people, it was hoped, they might better serve. Every attempt was made to equip the farmers with the necessary resources and skills to assume leadership roles. But whether and how these tools would be used were deliberations for each participant and his community to answer.

6. Finally, one hope for the program was the development of both individual and group motivation for life-long learning. The design was to create a climate that could result in a "contagious enthusiasm" for learning, investigation and further inquiry.

*A formal lecture session for future rural leaders.*

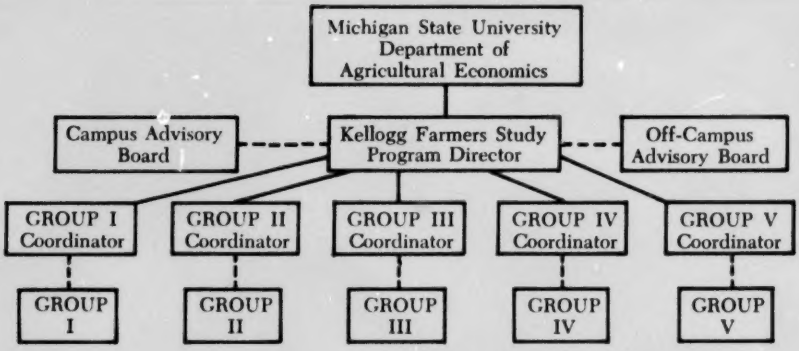
## CHAPTER TWO:

### Organization and Costs

The structure and organization of the Kellogg Farmers Study Program reflected careful planning to capitalize on the unique organization of the state's land-grant university. The original program Michigan State University proposed was developed in the Department of Agricultural Economics, under the aegis of a public affairs project of MSU's Cooperative Extension Service. The 1965 grant from the Kellogg Foundation provided for a five-year program of three groups, each with 30 participants and over a three-year period. Based on the apparent success of the program in the first three years, the Foundation made a second grant in 1968 to fund two additional groups, and extend the life of the program through 1972.

**Figure 1**

**KELLOGG FARMERS STUDY PROGRAM ORGANIZATION**




#### *Staffing*

The program was initiated July 1, 1965, and Dr. David H. Boyne, professor of agricultural economics, was named study program director — a post he held until 1967 when he left MSU. During the program, each of five groups was under the leadership of a faculty coordinator who devoted approximately half time specifically to the project during the group's three-year program.

Program directors and coordinators were all staff of the Department of Agricultural Economics. Most had some previous experience as specialists in farm management and public policy with MSU's Cooperative Extension Service. While a general format existed in the original program proposal, coordinators were responsible for program planning, management and execution.

Over the seven-year span of the project, the following MSU staff directed the study program:

**Program Directors**

| | |
|---|---|
| Dr. David H. Boyne | July 1, 1965 - September 30, 1967 |
| Dr. Richard Feltner | October 1, 1967 - March 30, 1968 |
| Dr. Arthur Mauch | April 1, 1968 - September 30, 1968 |
| Dr. G. E. Rossmiller | October 1, 1968 - July 1, 1972 |

**Coordinators**

| | |
|---|---|
| Group I | Dr. Myron Kelsey |
| Group II | Dr. Richard Feltner and Dr. Glynn McBride |
| Group III | Dr. David Cole |
| Group IV | Dr. G. E. Rossmiller |
| Group V | Dr. David Armstrong |

***Advisory Committees***

Aiding the director and group coordinators was an academic policy board comprised of MSU faculty and a program advisory committee comprised of agricultural leaders.

**Academic Policy Board** — Because of the multidisciplinary nature of the program, an advisory group's assistance was critical. Committee members were able to suggest campus resource personnel in their respective fields as well as off-campus personnel who could serve as visiting lecturers and consultants. The board was also instrumental in the development of the curriculum, the approach to presentation of subject matter and in program evaluation. Each policy board member was a reputable authority in a subject matter field and each had considerable experience with both extension and continuing education programs and adult learning experiences. Board members who served during the program were these MSU faculty:

Dr. John F. A. Taylor, Professor of Philosophy
Dr. Gordon Rohman, Dean, Justin Morrill College
Dr. Charles Press, Professor of Political Science
Dr. James Bonnen, Professor of Agricultural Economics
Dr. Everett Rogers, Associate Professor of Communication

**Program Advisory Committee** — Key Michigan farm leaders were appointed to consult on selection policies and procedures, general subject matter content of the curriculum, and the long-range development of the study program. They also assisted in the interpretation of the program to rural Michigan people through major organizations. The committee aided in evaluating the reaction of participants to the first year's program. The committee met twice during the first year of the program, and in subsequent years, meetings were convened as issues emerged which could benefit from committee consultation. Members of the Advisory Committee were:

Glenn Lake, President, Michigan Milk Producers Association
Elton Smith, President, Michigan Farm Bureau
Loren Gettel, President, Michigan Agricultural Conference
Duane Baldwin, President, Michigan Vegetable Council
Robert Eggert, Manager, Overseas Marketing Research Planning, Ford Motor Company

### *Program Structure*

The program focused on a specific series of broadening educational and leadership exposures. In the first year, the content emphasis was on state problems, both agricultural and non-agricultural. Year two focused on concerns and issues at the national level. The third and final year provided a global view of both agricultural and non-agricultural problems. This total framework was perceived as developmental. How? Learning experiences the first year provided a foundation for what was to following the second and third program years. The three-year curriculum demanded successively greater participant commitments in both time and financial cost. The program was conceived to build to a climax so that the farmers would "graduate" from the program when interest, motivation and enthusiasm were at a crescendo.

This developmental concept appeared to be a valid one. Many of the program participants cited international travel as the zenith of their three-year experience. For all but a few of the 150 participants, year three and the globe-hopping tour was their first trip abroad. For nearly all, it was a first-hand opportunity to observe and participate in a foreign culture. Their enthusiastic reflections reported in later sections appear to emphatically support the program's development strategy.

### *Program Costs*

Over the seven years of the Kellogg Farmers Study Program, costs for the 150 participants totaled $750,000 or about $5,000 per participant for the three-year experience. Nearly 60% of this total cost was provided by the $474,370 Kellogg Foundation grant. An average of 23% of the costs was provided by participant tuition and the remaining 17% was covered by MSU's contribution of faculty, staff and necessary program overhead.

The initial Kellogg grant of $432,225 was designed to fund three groups and was extended with the help of a supplemental grant of $42,145 for Groups IV and V. In the third year of the program a decision was made to charge tuition to each of the participants. In retrospect, this practice should probably have begun with the initial group. However, it was difficult to rationalize a tuition charge for the first group when the program was in an experimental stage. A substantial investment of time and effort was required by the participants and the immediate and long range returns to them were unknown.

A three-year fellowship was awarded to each of the 150 farmers selected to participate. Fellowships were not cash grants but covered participants' travel costs, lodging and meals while attending on-campus and summer

study institutes, travel seminar transportation, and maintenance, books and other study materials. No reimbursement was made for time lost to the farm business, nor for commuting or personal expenses associated with the program.

Costs per group are not strictly comparable. Costs varied widely for various aspects. The "thumb rules" which follow should be helpful to anyone interested in funding projects under comparable auspices.

**Selection Institutes** — were held on the MSU campus and the cost varied between $40 and $45 per couple. The institutes involved two-day sessions with one overnight in a campus hotel facility.

**Campus Institutes** — were held from Sunday evening to 3 p.m. Friday. Costs included lodging for five nights plus meals and varied between $90 and $110 per participant. A planning figure of $3,000 was used for each institute. The institutes were held in the Kellogg Center, the continuing education facility on the MSU campus.

In order to obtain the best resource staff, it was necessary to augment the MSU staff with off-campus personnel. Typically, a fee of $50 per contact hour plus expenses was paid to outside resource staff members. Approximately one-third of the total resource time was paid for on this basis. Staff of the College of Agriculture and Natural Resources and the Cooperative Extension Service received no honorarium.

Major program cost items were the selection institutes, campus study program institutes and travel seminars. The following include typical costs for these activities:

**Weekend Seminars** — Held during the summer at a Michigan resort locale. These were three days, two night programs. Cost ranged between $90 and $110 per couple for meals and lodging.

**State Traveling Seminars** — Held during the first year, they were five days long and involved travel, meals and overnight lodging. Typical costs were $125 per participant or about $25 per participant per day.

**National Travel Seminars** — Held at the end of the second program year, these were usually two weeks long and included two weekends. Air fare was the major item and costs averaged about $650 per participant. This included about $30 per participant per day for meals, lodging and ground transportation plus air fare.

**International Travel** — Costs for travel in the third year of the program varied widely between the five groups. Primary costs were for transportation and meals, lodging and, in some cases, program costs. Reimbursement was rarely made to speakers or guides.

Costs increased over time due to general world-wide inflation, higher traveling costs in the early 1970s, and participants' interest in scheduling longer and more costly trips. As a guide, each day of international travel cost $35 to $40 per participant per day for meals, lodging and ground transportation. Air fare typically averaged about $1,000 per participant.

These figures do not include participant's out-of-pocket costs, farm labor or other costs associated with the study program.

No administrative overhead charges were made by MSU. This was consistent with terms specified in the grant. No charges were made for conference facilities since these were part of inclusive fees at the conference center for registration, meals and lodging. About one-third of the study program resource persons required no additional cost except for occasional travel expenses. Most such resource people were staff in the College of Agriculture and Natural Resources, the Cooperative Extension Service or employed on 12-month contracts which required no overload compensation.

*A staff program planning session (left) and a weary traveler at the Bangkok Airport.*

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## CHAPTER THREE:

## Participant Selection

"The experimental Kellogg Farmers Study Program was designed for participants with some common background and vocational interests. This provided the program staff with an identifiable group from which to select participants and around which to design curriculum. The young farmers were selected primarily on the basis of their demonstrated interest in community affairs and their potential leadership abilities. The logic was that the most efficient way to provide aid in community-wide public decision making was to concentrate on a tested potential leadership core. Through them, their communities have the greatest chance of benefiting from the program."[1]

### *Nominating Procedure*

The determination of who best met these eligibility criteria was made in a four-step process. The first was soliciting nominations from leaders in the state's rural sector: county, district, and state Extension Service personnel; vocational agriculture teachers; farm organizations; rural bankers and managers of farm credit institutions; College of Agriculture and Natural Resources faculty as well as other institutions and individuals serving rural areas. Each year between 270 and 365 young farmers were nominated.

### *Application Process*

Nominees were sent an application which they and their wives were asked to complete and return. Over the five years, 513 applications were submitted. Nearly 400 of these were first-time applicants, the remainder were applicants not selected in prior years.

In the initial year, 1965, there were 172 applicants for Group I. In successive years the number steadily decreased with 71 applying for both Group IV and V. Comprehensive application forms requested data in the following areas:

1. Formal education
2. Farming experience
3. Farm business analysis
4. Crop and livestock production summary
5. Income and net worth statements
6. Non-farm employment experience
7. Military service
8. Organizational affiliations
9. Awards or honors received
10. Family data

A copy of the application form appears in the Appendix.

[1] David L. Cole and G. E. Rossmiller, "Adult Education for Public Decision Making: A Role for the University?", *Michigan Farm Economics*, No. 327, April, 1970.

### *Participant Selection*

A selection committee, consisting of the study program director and group coordinators, reviewed each application and eliminated those who did not meet the general eligibility criteria. The program staff made on-farm visits in an effort to learn more about the applicant and his wife, their commitment to agriculture, the state of their farm business, and the wife's willingness to support her husband's commitment to the Kellogg Farmers Study Program. Approximately 60-80 visits were made each year.

Wives also completed part of the application because program staff felt they would be a significant influence on their husbands' attitudes and motivations. In many cases, they would assume farm responsibilities in their husbands' absence.

Many wives had not previously handled business and family affairs on their own. The wife-partner capabilities would greatly affect what commitments farmer-husbands might be able to make. Moreover, husbands would, over a three-year period, be exposed to many new people, places, and ideas. If wives could not or did not support husbands in this learning adventure, the young farmers might be reluctant to complete the program. By design, there would also be opportunities for the wives to share in the learning experience.

After completing the on-farm visits, the program staff met to select the 45-50 candidates considered to have the best qualifications. This meant eliminating 20-30 or more applicants each year. The selected candidates and their wives were invited to a two-day selection institute on the MSU campus for final interviews and orientation. A summary of the selection process appears in the following table.

**Table 1**

**Kellogg Farmers Study Program: A Comparison of the Number of Nominations and Applications for 1965, 1966, 1967, 1968 and 1969**

| | 1965 Group I | 1966 Group II | 1967 Group III | 1968 Group IV | 1969 Group V |
|---|---|---|---|---|---|
| Number of Nominations | 376 | 390 | 472 | 372 | 416 |
| Number of Different Individuals Nominated | 312 | 300 | 269 | 294 | 365 |
| Number of Applicants | 172 | 95 | 104 | 71 | 71 |
| Number of First-time Applicants | 172 | 55 | 63 | 49 | 50 |
| Number of On-farm Visits | 106 | 76 | 84 | 57 | 57 |
| Number Invited to Final Interview Session | 58 | 48 | 49 | 44 | 47 |
| Number Attended Final Interview Session | 56 | 44 | 49 | 39 | 42 |

### *The Selection Institutes*

On-campus interview sessions provided prospective program participants with an overview of the Kellogg Farmers Study Program and an introduction to actual program content and process. They also provided an opportunity for the selection committee to meet and observe prospective participants and their wives. The institute format included an intensive orientation to the study program. Agendas for the institutes are included in the Appendix.

Staff members of the MSU Department of Agricultural Economics, who were not part of the study program staff, assisted in the selection. During dinner, they met and talked with at least three or four candidates and their wives and later wrote a brief report on each couple they had observed. The selection committee searched for information on how prospective participants conducted themselves in small group discussions, their listening habits, ability to analyze issues, and whether the farmers spoke up, withdrew, or acted as irritants.

The rationale for involving Agricultural Economics staff was twofold. First, their presence and participation would insure a more objective approach to the final selections. Second, they would be called on later to act as resource staff in campus institutes.

Bringing together 50 carefully selected young farm couples was a positive experience for both staff and participants. These were some comments at the institutes:

*"I felt enlightened as to the quality of agricultural leaders and the future of agriculture in Michigan."* — A Kellogg Coordinator

*"I was very gratified to have been considered, let alone be interviewed."* — A Kellogg Farmer

*"There were a substantial number of excellent applicants for the program and the selection of the final 30 was a very difficult decision."* — a Kellogg Coordinator

*"It was exciting to discover so many fine leaders in farming throughout the state."* — a Coordinator's Wife

There were of course natural reservations and apprehensions. One wife commented that she felt the process had some of the suspense and exploitation of a Miss America pageant!

Tension and anxiety did build up — a calculated consideration for selection procedures for similar programs. Comments of actual participants capture the feelings most vividly:

*"Since talking to everyone else I apparently felt like most people — it would be a nice program, but there was no chance for me to make it."* — a Kellogg Farmer

*"How did I feel? Scared! He wanted it so badly and I did too, for him but I didn't know what it all involved."* — a Kellogg Wife

*"I vividly remember the selection meeting in East Lansing where the*

*full impact that we might be selected to participate hit us, and the wonderful friends we made."* — a Kellogg Wife

*"I felt that the competition was severe and that selection to the program would indeed be an honor."* — a Kellogg Wife

*"I felt proud, apprehensive, eager, excited, anxious."* — a Kellogg Farmer

*"I felt nervous, just plain scared, proud to be there as a part of the group."* — a Kellogg Wife

*"I was a little worried for all the interviewees, who knew a lot was riding on this."* — a Coordinator's Wife

*"I became very caught up in being able to offer suggestions as to what type of people those were and how their various personalities might fit into the program."* — a Coordinator's Wife

From those attending the Selection Institute, 30 "Kellogg Fellows" and two alternates were chosen in each of the five years a new program began.

As a note to planners and directors, equally important in the selection process is that every effort be made to avoid alienating those not selected as participants. This was deemed important for several reasons. In the first four years of the program, those not selected had the opportunity to reapply for acceptance into another group. More than 100 did submit a second and in some cases, a third application.

A second consideration was that some nominees not selected would return to communities to work with those who had been selected. Program staff wanted to ensure continued acceptance into the various communities from which Kellogg Farmers had come and to which they would return. Extreme tact was employed so there would be no hard feelings on the part of those not accepted into the program. Admittedly, much of the selection process was based on subjective, often limited judgment of individual ability and leadership potential. There were some disappointments for those who failed to be accepted and some degree of alienation. Recognizing this, the staff made every effort to minimize it in the selection process.

## CHAPTER FOUR:

## Participant Profile

Who were the men chosen to participate in the Kellogg Farmers Study Program? What type of participant could benefit most from the leadership experience? Who could make the maximum impact? What were some of the farmers' expectations?

The answers to such questions are found in part in the eligibility criteria developed by the program staff as guidelines for selection of participants. The criteria suggested that participants should:

— Be successful farmers, committed to agriculture as a primary means of livelihood;

— Range in age from approximately 25 to 35;

— Have demonstrated some leadership abilities and shown definite signs of further leadership potential.

Why these criteria? Success in farming was essential because of the amount of time each farmer would need to spend away from his business over the three-year period. Farmers whose businesses were solvent and going well, it was reasoned, would be freer to make an extended time commitment than those whose businesses were struggling. A long range commitment to agriculture was deemed desirable because the entire program concept was one of equipping participants with leadership skills which they would use on return to their communities as community and/or agricultural leaders.

### *Geographical Distribution*

Since the program was designed to be a statewide effort in leadership development, every effort was made to draw representation from the entire state. The state's agricultural industry is concentrated in lower Michigan — primarily in counties south of an imaginary Bay City-Muskegon line. Likewise, most of the state's commercial farmers are also found in lower Michigan. Of the 150 participants, 132 were selected from this area. Fifteen were from Northern Michigan counties and three were from the Upper Peninsula. The map in Figure 2 shows the distribution of participants.

### *Age of Participants*

The majority of the farmers selected ranged from 25 to 34 years of age. The median age of all participants entering the program was 30.6 years. Fourteen were 25 or under and 31 were 35 or over. The remaining 105 or 70% were in the 26 to 34 age group. The age range was chosen for two reasons. First, program staff felt that by the time men reached this range, they would have had an opportunity to exhibit both ability in farming and an interest in agricultural and rural community affairs. Moreover, men in this age range, when completing the study program, would have 20,

**Figure 2**
**Geographical Distribution of Kellogg Farmers**

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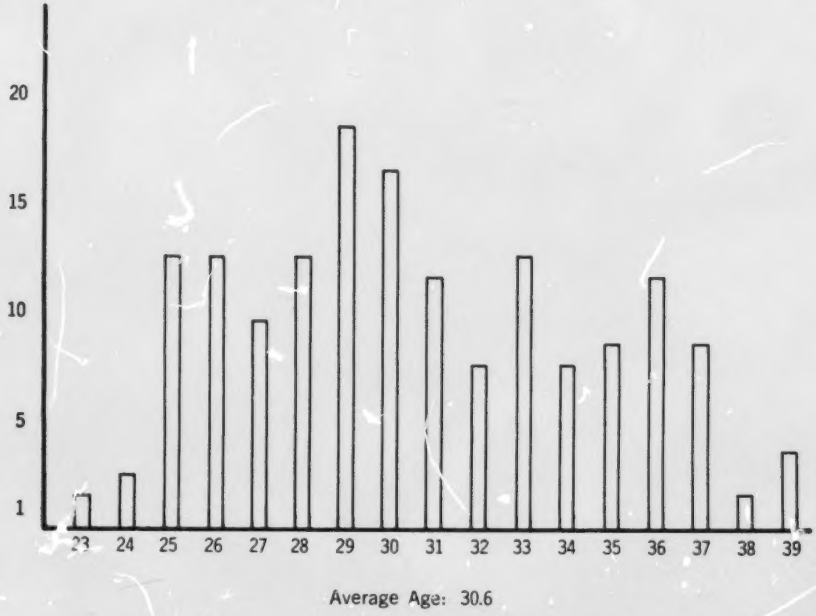
30, or 40 years ahead of them in which they could contribute rural and agricultural leadership.

Leadership potential, measured as some involvement in community affairs, was considered a crucial criterion because it was unlikely that this, or any such program could sufficiently stimulate a person who had displayed little or no interest in community affairs to accept leadership roles.

**Figure 3**
**Ages of Kellogg Farmers Entering Program**



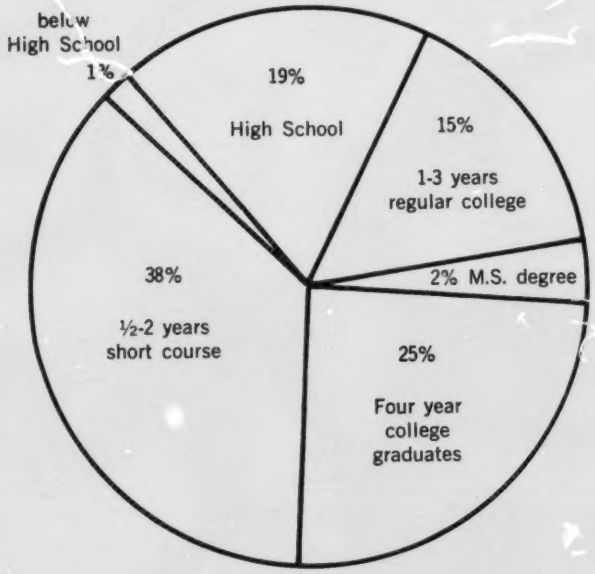

Average Age: 30.6

### *Educational Background*

Kellogg farmers varied in the amount of formal education they had completed prior to entering the study program. While all participants were considered to be successful farmers — by the group leaders and by each other — their formal education ranged from completion of the eighth grade to earning a master's degree. Figure 4 details the variety of formal educational backgrounds.

More than one-fourth of the farmers held college degrees. Seventy-nine of the total group or 53% had additional training beyond high school — one to three years of college, attendance at a community college, technical school or short course. The largest group of participants were graduates of the Michigan State University Institute of Agricultural Technology, known for many years as "MSU's Ag Short Course." This is a two-year course plus five to six months of on-the-job training in agriculture.

**Figure 4**
**Formal Education of Entering Kellogg Farmers**




Because 136 of the farmers, or some 90% were past 25 years of age upon entering the program, their formal schooling was several years in the past. For the majority of participants, formal training dated from the late 1940s through 1950s.

There were some differences in the five groups in educational experience although the median age at the time of application varied little. More than half of the men in Group I and II had some college training. Only one in three in the remaining three groups had attended college. Consistently, about a third of each of the five groups had been enrolled in a technical or agricultural short course. A summary of educational background by group appears in Table 2.

***Business Acumen***

The farmers also can be described in terms of the roles they held in their businesses when they first began the study program. Many were in partnership with other members of their families, most often with fathers or fathers-in-law. Some were sole owners of their farm businesses. A number worked as employees for family members, usually their fathers. A few were members of family corporations.

Success in farming, a criterion for program selection, was measured less by farm size and more by farm solvency. Although net farm worth varied from $10,000 to $400,000 among the farmers entering the program,

**Table 2**
**Education of Study Group Participants**

| Educational Level | Group I | Group II | Group III | Group IV | Group V |
|---|---|---|---|---|---|
| College degree | 12 | 11 | 6 | 6 | 6 |
| 1-3 years regular college | 5 | 3 | 4 | 8 | 3 |
| ½-2 years short course | 11 | 13 | 10 | 8 | 14 |
| High school | 2 | 3 | 10 | 7 | 6 |
| Less than high school | — | — | — | 1 | 1 |
| | 30 | 30 | 30 | 30 | 30 |

all were judged to be solvent to the point that extended absences over a three-year period would not place their farm businesses in financial jeopardy.

Not only were the Kellogg Farmers drawn from across the state of Michigan, they represented the diversity found in Michigan agriculture as well. Table 3 summarizes the types of farms operated by participants.

**Table 3**
**Types of Farms Operated by Kellogg Farmers**

| Type | Number |
|---|---|
| Dairy | 50 |
| Fruit, Vegetable and Specialty Crops | 38 |
| Livestock and Poultry | 29 |
| Cash Crop | 27 |
| Cash Crop/Livestock | 6 |
| | 150 |

Just as dairying represents the state's largest single source of agricultural income, the largest number of program participants were dairy farmers. Approximately one-half were dairy or livestock producers while the other half were in businesses involving cash crops, fruit, vegetable and specialty crop production.

The day-to-day business demands posed problems for the participants during extended absences. However, over the seven years of the program the absence rate averaged only about 4% for all the Kellogg Farmers Study Program activities.

### *Other Attributes*

Participants tended to be conservative, primarily concerned with their families and farms and the issues that affected them on a direct, local basis. Their leadership activities at the start of the program reflected this limited range. Community organizations most frequently mentioned on their applications included church committees and groups, school boards, the Junior Chamber of Commerce, township boards and trustees, lodges

and local service and political organizations. Almost all participants were involved in some type of agricultural group at the local and sometimes state levels. Many mentioned participation and leadership roles in the Michigan Farm Bureau and with other general farm organizations such as the National Farmers Organization and Farmers Union.

At this point in their careers, only a few of the farmers had held responsible positions in state or regional organizations. A small number had served in township governments and several had been elected as county officials. The challenges of the program were to provide incentives for broader participation by the farmers.

### *Participant Expectations*

What did the farmers expect from program participation? Why were they willing to pay the personal costs to participate? Their own comments offer some insights:

*"By providing an opportunity to become better informed in a variety of areas, the study program will not only help us arrive at sound, intelligent decisions for ourselves but help us to better present our problems to those outside agriculture."*

*"Sometimes an individual tends to live in his own shell and not realize that other problems exist elsewhere. This program would make me more aware of the 'whole picture.'"*

*"The study program will give us an opportunity to improve ourselves and thereby improve our profession."*

*"It would give me a better understanding of our complex society and how one facet of it affects the other. This would help me understand the reasons and possibly some potential 'cures' for the problems facing all rural-agricultural communities."*

*"The agricultural leadership of tomorrow will have to be knowledgeable about more than agriculture. This program would help me make decisions concerning my fellow farmers and my community based on sound, practical knowledge and first-hand experience."*

*"With the Kellogg Farmers Study Program I hope to gain knowledge through study, in talking to people, and through observation of how other people work and live in their native environment. I hope to be able to make better decisions for the future of rural agricultural communities at the local, state, and national level."*

*"To equip one's self for this profession he must take every opportunity to study and learn all he can about this rapidly changing world and about the business of agriculture. He must be prepared to show others the tremendous problems as well as the great future in agriculture."*

*"I believe the program affords an opportunity for me personally to broaden my knowledge and understanding of the relationship of agriculture in today's economy and perhaps to become a much needed spokesman for agriculture. I welcome the opportunity to exchange ideas with a select group of young farmers that this fellowship would promote."*

### *Participant Concerns*

What reservations, concerns or worries did farmers have about participating? Spending a great deal of time away from home bothered many of them. They worried about leaving the responsibilities for the farm and their children to their wives. They worried about the money they would spend on the program. They worried about being separated from their families. They worried about how they would measure up with other participants.

**The Evolving Program** — Program changes were made over the seven-year history. While Group I had the entire program cost underwritten, later groups were asked to share in the costs of the three year program. Over the period of the project, the total cost averaged approximately $5,000 per farmer participant. Depending upon travel options selected, groups II to V contributed from one-fourth to one-third of the total cost. In some cases where farmers opted for the world travel in the international year, their total contribution was about 40% of the total cost.

The determination was made to continue the project at a relatively high tuition level to test whether farmers would be willing to support this higher portion of program cost. While there were fewer total applicants for Group V than in earlier years, the number of first-time applicants was comparable to or above that of all groups except the first year.

There was some evidence that applicants not selected in years when costs were totally or substantially covered were reluctant to re-apply when participant fees were included.

**Wives' Considerations** — With one exception, all participants were married when they entered the program. A few wives were business partners with their husbands; others assisted in various aspects of the farm business. Some were traditional farm wives and mothers, while others pursued careers away from the farm. Despite these differences, at the outset of the program all wives expressed a sincere willingness to support their husbands' commitment to the study program. These typical comments reflect some of the expectations wives had about the study program:

*"The program should give him insight into the problems of other people and thus help him to better understand ours as a family and as a member of our community."*

*"By being accepted to the Kellogg Farmer Study Program, he'll broaden his educational background, which should help him to better analyze the agricultural, community, and nation-wide problems which he'll face."*

*"The additional knowledge and travel experience he would acquire would give him a better understanding of our society as a whole as well as some of the problems faced by less developed countries. This experience should help him in finding answers to problems he faces as a fruit grower as well as those of our rural community."*

*"I looked upon the study program as an opportunity for my husband to gain, through education, increased strength in his leadership ability.*

*This will contribute to the growth of our own home, our farm business, and our community, for I am sure that my husband would unselfishly share with others the experience he gains in the study program."*

### *Challenges to Wives*

Wives were profoundly affected during the course of the program although they did not actively participate in the regimen. New responsibilities were presented to them, and they had to make major adjustments in lifestyle and philosophy, attitude, and relationship to their husbands and families. They came to recognize the problems inherent in such a major time and personal commitment. Wives lent their support and on numerous occasions found themselves less passive participants than they might have imagined. They empathized through the selection process, adjusted to life style changes as the program began to unfold and became accustomed to having their husbands and children's fathers away from home — a new experience for many of the young families.

What concerns did wives have about their husbands' potential participation? Most of the wives willingly supported their husbands' selection. They were proud of "their men," and felt their husbands deserved the honor and prestige of being "Kellogg Farmers."

They had reservations, too. They worried about whether they would be able to manage the farms while their husbands were away, whether the program's benefits would be worth the financial investment, and whether they really were in a position to make a three-year commitment of such major proportions.

*Participants' wives help plan alumni group programs.*



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## CHAPTER FIVE:

## Curriculum Design

If the challenge of formulating content to attain program objectives loomed formidable, so did designing the process for learning. While one-fourth of the participants held college degrees and four out of five had some post-high school training, most of the group had been away from a formal classroom for eight to ten years. One-fifth of the farmers were over age 35 and the interval between their most recent school experience and the study program was 15 or even 20 years. These factors confronted planning committees and coordinators in devising the curriculum and total program.

### *Format for Learning*

How learning took place was judged to be as important as the extent of new knowledge gained. What evolved was a curriculum with four distinct and integral aspects which operated each year of the program: campus institutes, a library-by-mail, travel seminars, and a summer institute.

One point of clarification is needed. It should be understood that the study program was not designed to help good farmers become better ones, to help farm businesses to increase profits or to raise individual farm incomes. The leadership program was a broad base liberal arts curricula designed to prepare farmers as future farm leaders.

The broad aim was to give participants a widened perspective on the world around them and to develop their competence in reading, writing, speaking, logical inquiry, and critical thinking. All of these skills were considered essential ingredients for effective leadership.

Study program planners first undertook the task of building a curriculum that would increase the participants' understanding of the social, economic, and political framework within which modern agriculture functions. A second step, was to use this framework in analyzing local, state, national and international issues. For example, a goal might be to translate the effects of international trade, or a drought, or a new governmental policy on state environmental protection into implications for a dairyman or a fruit grower.

### *Content Areas*

Ten curriculum areas were chosen for emphasis: economics, political science, sociology, applied philosophy, natural resources, international studies, world religions, history, education and the fine arts. Communications in its many dimensions was the one skills area integrated throughout the entire three-year program.

Content areas were not approached as discrete areas of study. The program built on the inter-relations of subjects and their ramifications for rural leadership. The study experience also undertook to develop capabilities for logical inquiry and critical thinking through exposure to a variety of views in various subject areas. Some of the most productive exchanges were with study group colleagues.

### *Teaching Methodology*

How could the content areas best be taught? How might the farmer participants best be involved? What subjects would benefit them most? What curriculum changes would be necessary from year to year? Neither prior group evaluations nor program observations could produce precise answers.

An early decision was that the study program should have a state, national and international dimension. Year I focused on local and state issues, Year II emphasized national issues, and Year III added the international perspective. To gain a knowledge of these dimensions, participants read widely and took part in seminars; they listened and questioned authorities and they viewed and experienced economic, social and political concerns through travel — not merely as tourists but as analysts.

Coordinators concluded that Year II was the most difficult to program. First year activities centered on community or state issues that were relevant for the participants. While the problems in a Detroit ghetto, of the Flint auto worker or the Grand Rapids ADC mother were often startling to the participants, they found they could relate to them. Unemployed or welfare recipients could also be found in rural areas or county seat towns. Farmer taxes, like everyone's, go to provide assistance for such people.

Year III prepared the farmers for their international experience. They were interested in studying about the countries they would visit and recognized that the study institutes would prepare them for a more meaningful travel tour.

But Year II with its emphasis on national issues and concerns required special efforts to make the studies relevant for the participants. The farmers had difficulty understanding the financial plight of the metro city, race relations of the South or the bureaucracy of federal government because these issues were so unlike their own rural areas.

Among the concepts that emerged in curriculum planning was that the study program should combine academic experience in areas generally unfamiliar to the rural agricultural community. Exposure to the social and political sciences, the arts, communications and, in effect, an urbanization process should draw the rural segment closer to the issues confronting others on the world scene and with which the farmers had little or no first-hand experience.

Throughout the program there were evidences of the influence of new and often unfamiliar precepts and philosophies. As one participant described it, "The program exposed me to a great deal that I would never have gone out of my way to learn about — I found most of this exposure has been beneficial."

Over the three-year program, the Kellogg Farmers participated in nine weeks of study institutes. These totaled almost 400 hours of classroom instruction. In addition, husbands and wives participated in a two-day summer seminar each year.

Although there was no fixed curriculum for each of the five groups, essentially the same core subjects in corresponding phases of the program

were included. Table 4 lists a composite of topics which were included during the programs.

**Table 4**
**Summary of Seminar Topics**

| FIRST YEAR | Hours |
|---|---|
| Elements of the pricing system | 7 |
| Banking and the Federal Reserve System | 7 |
| State and local governments | 12 |
| American government | 6 |
| Reading more effectively | 5 |
| Individual and group communications | 22 |
| America as a mass society | 5 |
| Problems of the inner-city | 4 |
| Poverty and its implications | 5 |
| Prospects of farm organizations | 1 |
| Ethics and morality in society | 6 |
| Natural resources | 9 |
| Understanding the arts | 2 |
| National Ballet of Canada performance | 2 |
| **SECOND YEAR** | |
| Labor, structure and characteristics | 8 |
| U.S. money and fiscal policies | 4 |
| Sources and uses of agricultural data | 2 |
| Michigan property taxes — reform or repeal | 2 |
| Case studies: agricultural commodities | 4 |
| Marketing cost studies | 15 |
| Decision-making for producer organizations | 3 |
| The Federal executive branch | 5 |
| Comparative political systems | 5 |
| Attitudes and values in society | 5 |
| Large group communications | 14 |
| Cultural expression in art | 2 |
| The challenge of world hunger | 3 |
| Visits with leaders of farm organizations | 10 |
| A geographer's commentary on America | 5 |
| **THIRD YEAR** | |
| Trade and economic development | 7 |
| The European Economic Community | 10 |
| U.S. and European foreign policies | 6 |
| The language problem | 3 |
| World religions | 11 |
| Organizing an effective meeting | 1 |
| Communism as a religious force | 2 |
| Orientation on Europe including farm organizations | 6 |
| Orientation on South America, Asia and Africa | 21 |
| Federal farm programs and history | 3 |
| Photography | 1 |
| Sensitivity training | 3 |
| Shakespearean theatre | 2 |
| "Romeo and Juliet" performance | 2 |

### *Teaching/Learning*

The decision to give the study program state, national and international dimensions necessitated the development of a unique teaching-learning framework. The challenge posed to group coordinators was how to make the most effective use of the 12-15 weeks of time committed by the farmers for the three-year experience. The eventual structure was one which included campus institutes, home reading and study and travel seminars. Week-long classroom-type seminars at MSU were held in December, January and March. State travels during Year I were scheduled in March. The national travel tours in the second year and the international trips of the third year were in February or March. On the average, each participant spent an average of 21 days away from home in the first year; 30-33 days in the second year with a two-week travel schedule and 50-60 days the final year depending on the international travel schedule.

**Residential Learning Format**

Campus Institutes were the primary means for presenting subject content. But sessions were more than an instructional forum. They were an intensive living, learning and sharing experience.

The week long institute sessions were held during the winter months when farm work loads were generally lowest and the farmers could most conveniently leave their businesses. All activity — living, eating, and learning — was conducted at the Kellogg Center for Continuing Education on the MSU campus. The Center features complete conference facilities including guest and dining rooms and participants shared accommodations, meals, varied activities and formal and informal learning experiences. All the farmers, even those within commuting distance, were required to reside at the Center in order to participate in the experience sharing aspect which was an important element for meeting the program's objectives.

The program staff hoped that participants would become spontaneously involved with other students and faculty on the MSU campus. While such involvement and interaction could not be planned, it could be allowed to happen. It frequently did.

The pace was rigorous. Monday through Friday, the planned program began with a 7 a.m. breakfast. Presentations by resource personnel followed throughout the day. There were frequent evening sessions. Few presentations exceeded two hours and breaks were scheduled both mid-morning and mid-afternoon. Sessions seldom ran beyond 4:30 p.m. This permitted nearly two hours for relaxation, recreation and informal discussion prior to the 6:30 p.m. dinner. Seating arrangements for meals provided opportunities for small group discussions. Resource staff were included at the tables and participated in the small group discussions. An informal atmosphere prevailed during the evening sessions and provided many valuable experiences and exchanges.

Institute staff generally reserved at least one-third of the sessions for interaction with the participants. Lectures were followed by question- and-answer periods. Before each institute, participants were sent a list of suggested reading materials and were invited to make presentations on study topics in an effort to increase interaction and dialogue.

"We had a lot to learn from each other," one farmer noted. There was a great deal of adapting and challenge in the arrangement. The common purpose of the participants was constantly challenged by the diversity of their personal and professional interests. The physical living-learning accommodations were a major factor in the success of the program and the growth and development of the participants.

The University setting provided an unplanned, yet extremely influential by-product of the Campus Institutes. The farmers interacted with faculty and students from all facets of University life and from many ethnic and cultural background. Some were first encounters for men lacking any previous urban points of reference. People with a variety of interests from many walks of life and from faraway states and foreign countries became significant influences on the Kellogg Farmers.

For many of the farmers, Michigan State had been equated with the

*Learning experiences were varied — from formal classroom activities to informal dinner conversations.*



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agricultural short course or the College of Agriculture and Natural Resources. But the community of scholars provided "mind stretching" experiences.

One example of such an experience took place during an MSU Board of Trustees' evening meeting at the Kellogg Center. A group of students picketed the meeting in an effort to force the Board to change its dormitory policy and allow coed dormitories. Some of the farmers talked or "rapped" until "the wee hours of the morning" with the "long hairs" or campus "hippies." For many, if not most of the group, this was a new dialogue. Though unplanned, it was an incident that enlarged the participants' understanding of campus life.

Participant comments probably best illustrate the impact of the residential sitting and the informal learning experiences.

*"I guess we were all reluctant to take hold the first few days. But after we began to open up, we had trouble stopping. On many evenings, we simply moved from the classroom to a nearby coffeeshop to continue our discussions into the morning hours."*

*"Some of the most interesting and informed resource people I have ever met. I think some of them learned as much from us as we did from them."*

*"I often learned as much during the bull sessions that followed as during the classroom meeting."*

*"That's the first time I ever shook hands with a Negro!"*

There was continued and constant exchange with each other, with resource persons or just with people they met in the halls. Accustomed to the relative isolation of the farm, this interaction was a new experience for some.

**Instructional Evaluation**

Participants evaluated each institute after its conclusion. Forms contained both structured and open-ended questions. Farmers rated both the presenter's effectiveness and the relevance of the subject on a five-point scale. While the evaluations provided limited statistically significant data, the composite ratings and numerous comments were useful indicators for future planning.

Each session was scored on speaker effectiveness and program content value. Provocative as a topic might have been, or articulate as a speaker may have presented material, week-long institute sessions did create some problems. One coordinator noted:

*"Adapting to a classroom situation was a challenge to these active farmers. But the speakers knew how to stimulate questions and discussions, and the participants became so involved in the topics they forgot to fidget."*

From the viewpoint of the farmers, one commented:

*"We started at 8 a.m. and went to 10 p.m. We had trouble sitting*

*still in a classroom for 10 or 12 hours a day. You take farmers and put them in chairs to sit and listen all day, and you've got an impatient bunch of students on your hands. Farmers are used to going — and moving around."*

One product of the evaluations was a change in institute schedules. To eliminate the tightly-packed agendas, a third institute week was added to year I programs to enable coverage of topics that a two-week schedule simply did not permit. The added week still kept the total first-year time commitment to under 30 days away from the farm.

**Institute Side Effects**

There also were side effects. Put together any group with some common bonds but whose members are unacquainted with each other and their shared experiences during three to four months of close association will produce changes. Members will form close friendships; they may breed some hostility; and they will have shifts of attitude. The institutes provided for some of the program's closest, and most observable interaction. The farmers and their mentors could vividly see each individual contribute, react and participate.

Asked to respond to the query: Choose a study program colleague; how has he changed? The farmers replied:

*"He's a much better listener."*

*"He was very arrogant and not well liked by most of us. By the end of three years, his entire group both respected and enjoyed his part in our group. Association with others seemed to change him."*

*"Have watched him come from being very biased and conservative to nearly having an understanding and compassion for less fortunate humans!"*

A common reaction to a mild shock treatment can be illustrated by one wife's comment:

*"When the first week's session was over and my husband came home I was anxious to hear all — he said nothing. Except, he felt his brain had been taken apart and maybe not put back together right. It took two or three sessions to get any response. I felt left out."*

***Library-by-Mail***

Essential to the success of the study program was the blending of learning experiences. One ingredient in the blend was home and correspondence study, titled, "Library-by-Mail." Each year, participants were given reading lists of books and articles chosen to reflect and enhance the year's program. Participants were encouraged to read as many of the recommended items as possible. Participants could borrow publications from a study program library maintained in the MSU Department of Agricultural Economics. No limit was put on length of time a book could be borrowed, but participants were asked to return the materials by mail

when they had finished with them because only limited numbers of each publication were available.

While the library did not receive as much use as the program staff hoped it would, participants who used it found that it aided them in their understanding of various subjects. Reading time, or more precisely, the lack of it was the chief constraint. Farmers were not asked to submit written reports about their readings, but records were kept of which books they checked out.

### *Travel Seminars*

A major goal of the study program was to utilize the social, economic, and political framework of the study institutes as a knowledge base in observing and analyzing state, national, and international problems. One method of implementation was a follow-up opportunity for on-the-scene study of "some" of these problems. "Some" is used advisedly since there was literally no end to potential travel areas. Travel seminars were developed in each program year. Like the curriculum of which they were a part, seminars were developmental; i.e., the first year's travels provided the foundation for learning in the second year, and the experiences gained from the first two years formed a base for world travel in the final year.

#### State Travel

The Year I week-long travel seminar focused on Michigan. Like the study institutes, travel itineraries began Sunday evening and ended late Friday afternoon. For each group, travel was scheduled in early March after completion of the campus institutes.

While each of the five groups' state travel itineraries was somewhat unique, all shared many basic common elements: a) all were primarily developed by the group coordinator in conjunction with the study program director; b) points were selected to reflect a spectrum of many different problems at the state level, both agricultural and non-agricultural; c) resource people in various tour locations met with groups to discuss various issues, both on-the-scene and as luncheon and dinner speakers.

As the study program developed, emphasis shifted from mere observation of problems to a concerted effort to gain insight, position, and perhaps bias, from those immediately involved in these problems. For example, Group I took a bus tour through Detroit's inner-city. This experience was new to most participants and one which evoked expressions of compassion. Group V spent part of their Detroit tour in small groups discussing the problems of the inner-city dweller, both with the staffs of various agencies who work with inner-city people and inner-city residents themselves. Similar changes made over the life of the program reflected the belief by the staff that participant experiences should be ones of involvement with real life issues whenever possible rather than just observation.

Similar to the study institutes, participants also were asked to evaluate their experiences in the travel seminars. These results were used in helping plan travel experiences for succeeding groups. Typical state travel itineraries are included in the Appendix.

**National Travel**

Emerging agricultural leaders soon come to the inescapable realization that states are closely and inexorably tied to national agricultural concerns, policies and decisions. In no other industry is this more true. While there is some regionalism in the production of certain crops, only an isolated few commodities enjoy market control — a major concern of U.S. agriculture and the leaders who direct it.

Farm organizations learned long ago that both market power and political muscle result from strong, viable national groups. Agriculture is not unique in this respect. Local, state and national entities are closely allied in many industries, business, transportation and most certainly in government and public services. Such a background supported the rationale for including a national travel seminar in the Kellogg Study Program.

National travel seminars were two weeks in length. Like the state travel, the national programs were scheduled in March, following completion of the year's three, on-campus study institutes. Institute sessions were used to orient participants for their travels. Itineraries were designed to emphasize the structure and operation of the federal government and also to focus on national monetary, fiscal, agricultural, and social issues. Typically, about five days were spent in Washington, D.C., with the remainder of the time spent in southern and western states which contrasted sharply with home state Michigan.

Why were states in these regions chosen? Most significantly they provided the farmers with a perspective on a different agriculture and with agricultural problems. Moreover, participants were also exposed to social and economic problems, racial attitudes and poverty found in the rural South or West as contrasted with similar problems of the northern inner-city such as Detroit.

Texas and California were the western states most frequently visited. In both states, participants encountered migrant farmers. This provided a new perspective for many who employed these laborers in Michigan during the summer months. New insights were gained into the problems of migrant labor, the effects of strong labor organizations and the possible implications for Michigan agriculture — implications that could and are precipitating difficult decisions for agricultural leaders.

The Kellogg Farmers were able to assess their own operations and business objectives when contrasted against the huge agribusiness combines and mergers in California. This kind of first-hand exposure to a different, yet fundamentally similar agricultural business provided increased feedback. Michigan farm leaders might elect or be forced to decide similar courses of action for their own industry.

Likewise, pressures and complexities of the federal government, the diverse economics of national industry and regional contrasts all were a part of the planned exposure of national travel. What to include or exclude was constantly considered by study program staff. Composite itineraries appear in the Appendix. Like all phases of the program, participants evaluated and rated each portion of the national travel seminar.

**International Travel**

It was predictable that international travel would be the most memorable and most highly-rated learning experience. Comments and reactions of the Kellogg Farmers supported this. The travel seminar was not conceived as a "tourist package," but provided contacts with foreign farmer counterparts and with world leaders.

Participants were more involved in planning international itineraries than state and national trips. As the program developed through 1965-1969, more options opened up. Prepared for this experience during two on-campus study institutes, participants traveled in early and mid-winter to Europe, Latin America, the Middle East, Africa, the Orient and the South Pacific. Total time for the tours ranged from four to six weeks.

Why the expense of an international travel seminar? Could such exposure aid in the development of local leadership and if so, how? Answers to such questions underlie the assumptions of the total study program concept.

Farmers, no less than any other group, live in a world where events in one sector of the economy, in one part of the social strata, or in one area of the world almost always have repercussions in others. Producers of our food supply should be attuned to such events, especially since American farmers are part of an industry that has become dependent on world markets for economic stability.

While it appears axiomatic, the farmers came to realize more and more that problems in rural and agricultural America cannot be solved within the farm gate. Nor, can they be solved by ignoring events beyond that gate. A cognizant leadership must realize that farmers belong, not only to a small geographic area, but to a world community. People living in a world constantly shrinking by rapid communications must take the larger community into consideration as decisions are made. Knowledge of the global community is best gained by visiting it, meeting its inhabitants, discussing its problems, and enlisting in actions that offer solutions. The Kellogg Farmers Study Program provided a small group of potential rural leaders in one state an opportunity to do just this. The impact of that experience is documented in the following chapter.

***Summer Institutes***

A summer institute was the last phase of each year's program for all groups. In some years there were two such sessions. These institutes, included participation by wives and were usually held at a lodge in a Michigan resort area during mid-summer. Participation by wives was an important aspect of the programs which typically were scheduled for three days and two nights.

The summer institutes provided an opportunity for review of the previous year's study program experiences. They also afforded a preview of the year ahead, an opportunity for wives to learn with husbands and for them to become acquainted with other study program participants. Wives met and talked to the men sharing their husbands' friendships and unique learning experiences. The institutes also gave each wife the opportunity to become

acquainted with women who played similar roles as "part-time widows" during the three-year program. Her counterparts, the wives were to discover, supported their husbands' opportunities to learn about state, national, and international problems. Other wives too were farm and/or family managers in their husbands' frequent absences. Program staff hoped that by participating in the institutes wives would conclude they were, or could be, indirect beneficiaries of the unusual experiment in agricultural leadership development.

Program agendas included presentations by resource staff, shared meals and an in-residence environment. Most sessions were planned around a single theme. For groups about to enter the third year of the program, this theme frequently had an international flavor. Previews for the ensuing year were often presented by a participant of a preceding group. Comments on the institutes from both husbands and wives were highly positive. This limited "coeducational" experience gave rise to considerable feeling that wives could, and should have had greater participation in the program.

### *The Curriculum—A Summary View*

Each year of the Kellogg Farmers Study Program was designed to reflect a balance of rigorous inquiry through reading, lectures, discussions, interviews, and observation. That balance was planned through both a quasi-classroom setting and extensive travel.

Farmers spent three weeks together in study-discussion institutes each year. Wives were included in a summer institute at the end of each year. A one-week, state travel seminar was a part of the first year's 21-24 day schedule. In the second year, a two-week national travel tour meant about 30-33 days of participation by the farmers. In the final year, the farmers were away from home 8-9 weeks depending on the program of the 3-5 week international travel seminar.

The study program's basic learning structure soundness is best proven by the fact that few changes were made in the format from Group I to Group V. These decisions were not arbitrary but reflected objective assessment in meeting the program's goals. The basic components of study institutes, home reading and travel seminars appear to have served well in reaching program objectives.

### *Program Staff*

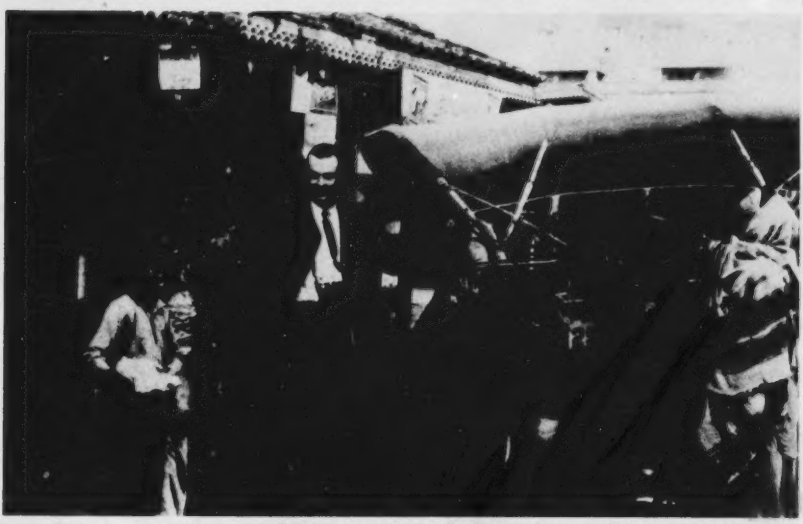
Each group coordinator was charged with developing the three-year program, based on the agreed upon format. Working with the program director, group coordinators planned study and summer institutes, travel seminars, and correspondence study. Once content was determined, the group coordinators assembled the resource people needed to staff the program. Because of the nature of the leadership experiment, university, government, and industry personnel were used to present the broad array of subject matter. One major criterion for selecting resource persons was an assessment of whether they could facilitate program goals with the

study group audience. Both advisory groups were frequently consulted for assistance in selecting resource staff throughout the years of the project.

Where possible, resource staff from MSU were sought as program mentors. If outstanding persons in a particular field were located on another college or university campus, their assistance was solicited. Because the program was designed to broaden participant experiences, instructional personnel from outside the academic community also were enlisted. Conscious efforts were made to present a balanced program by seeking staff with differing occupational affiliations.

During the travel seminars, group coordinators were anxious for farmer participants to make as many new contacts as possible. For state travel programs, contacts were arranged with state legislators, the state executive branch staff, members of the judiciary, lobbyists, representatives of inner-city agencies, and citizen interest groups. During the national travel, the farmers met with officials of the U.S. Department of Agriculture and the Department of Health, Education and Welfare, with Supreme Court justices, with their congressmen and senators, with legislative lobbyists, and with farmers and farm leaders in other parts of the country. Resource personnel participating during the international travel seminars included political leaders, educators, industrialists, agricultural leaders and native farmers.

The Group I coordinator undoubtedly faced the biggest challenge in recruiting resource personnel both on and off campus. Once the program and its goals became better known, and once program staff were familiar with the abundance of available resource personnel, program planning became infinitely easier. And, as new resource persons were discovered, others were also suggested by previous staff mentors. The continuity of the program paid large dividends by capitalizing on prior years' experiences.



*A program participant and his new friends check a street vendor's cart in Asia.*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## CHAPTER SIX:

### Program Impact

Today **Bob Bender** is president of the County Planning Commission, a past president of the County Farm Bureau, and active on his church board. Ask him and he will tell you his most significant contribution to his community in the last two years was his role in drafting a county land use plan. The plan preserves agricultural lands. And there is a county water and sewer plan now stemming previously unregulated and unchecked actions which could have resulted in serious problems. Bob is a dairy farmer in Middleville, Michigan, and a pilot and maintenance officer in the U.S. Navy Reserve. He is a graduate of the Kellogg experience.

**Dave Farley** is vice-president of the Michigan Association of Nurserymen, president of his church parish council and chairman of his township planning commission. He serves as a member of the state Agricultural Advisory Committee and as Michigan's lieutenant governor of the American Association of Nurserymen. He was a prime mover to hold a convention for nurserymen, a joint effort undertaken with four other state associations. Dave sees this as his most significant contribution to his community in the last two years. The Farleys operate a commercial nursery farm near Albion.

**Keith Brown** is a former president of the Jonesville Board of Education, the Michigan Holstein-Friesian Association and the Hillsdale County Dairy Breed Association. Keith is also president of the Michigan Purebred Dairy Cattle Association and is a member of the board of directors of the Hillsdale State Savings Bank. His contributions as a member of the school board and of the state dairy breed organization are, in his mind, his most significant contributions to the southern Michigan community where he operates a dairy farm.

**Nick Smith,** formerly a farmer from Addison, today lives in suburban Washington, D.C. He is employed by the U.S. Department of Agriculture as Assistant Deputy Administrator of Programs for the Agricultural Stabilization and Conservation Service. He directs the department's energy activities. His long range plans are to return to his Hillsdale County farm when his appointive USDA position expires.

**James Gleason** left farming in 1970 to take a position with the Michigan Department of Agriculture. A department economist, his position entails working with state legislators on legislative proposals relating to agriculture and agricultural regulatory work.

**Don Hill,** besides running a fruit farm and processing operation near Montrose, divides his "spare time" among the Michigan Apple Committee, Michigan Certified Farm Markets, the Michigan Blueberry Growers Association, the International Apple Institute and the local board of education. He rates his roles as chairman of contract negotiations for that board and as board chairman of the Certified Farm Markets as the most recent significant contributions he has made to his community.

**Calvin Lutz** of Kaleva is another fruit farmer. Today he spends more time in his state's capital, Lansing, where he is employed by the U.S.

Department of Agriculture as state director of the Farmers Home Administration which makes government loans to farmers. Cal views his work in Guatemala and Costa Rica with the Agency for International Development and St. Joseph University in Philadelphia as a major milestone. He helped Latin American growers develop strawberry and asparagus test plots.

**Allen Beal** used to operate a farm near Three Rivers. Today, he and his family live in Muajinga, Zaire. As a missionary with the Mennonite church, he spends much of his time teaching agriculture and assisting Zairois colleagues with developing a farming program.

**John Mowat, Jr.**, an Adrian farmer, became interested in representing agriculture's views in the state legislature. Today he holds the 40th district seat in the Michigan House of Representatives.

**Roy Greenia** is a seed farmer in Richmond. Active in the Farm Bureau, the Michigan Bean Commission, Extension Service advisory groups and the Certified Seed Growers, he recently organized 28 neighbors into a bargaining group. A community observer noted: "He did this all on his own initiative. The results of his efforts were quite effective and resulted in significant gains for all farmers concerned. I feel sure that the results would have been quite different if each individual farmer had acted in his own behalf."

Those are vignettes of 10 "Kellogg Farmers." There are 140 other young, successful farmers in Michigan demonstrating leadership abilities. They are "where the action is," and taking part in a variety of activities ranging from adult education programs, public decision making and service in key roles of agricultural and community organizations. What do they share in common? There is a strong consensus that the Kellogg Farmers Study Program was a propelling force in their lives, an experience that has and will continue to leave an indelible mark on their lives, their families and their communities.

### *Changed Lifestyles*

A direct question to one of the 150 participants as to what the Kellogg Farmer Study program has meant to him may not bring a precise answer. He may smile, talk about his current activities, a recent speech, his farm, or his latest trip to Washington. He may also mention a vacation with a fellow participant and his wife or a camping trip which children of the two families took together. He might recall a winter night when stranded by a blizzard, his family spent the weekend with a Kellogg colleague who lived nearby.

Certainly, there are specific gains, achievements, successes and satisfactions that each participant and his wife experienced. There were changes in the farmers that permanently altered their lives, their perspectives and their relationships to each other. Some gained a self-confidence never before possessed. One is surprised to learn that a farmer, speaking with authority and proficiency on national issues, trembled at the thought of making a public speech prior to participating in the study program. Another farmer with scant formal education or urban experience is today well-

versed on world economic issues and energy consumption. The study program was a factor in developing motivation and confidence for many participants.

Wives also reflect the program's impact. They allude to the changes in their husbands, to new dimensions, values, interests, and priorities that entered their lives, and to the growth they experienced in sharing these changes. Some also reported conflicts because of the changes in their lifestyles.

Both farmers and wives reported a sense of pride — in themselves, their work and in their expanded roles. They are all leaders now, but they were leaders when they committed themselves to the study program. Are they better leaders? Emphatically, yes. Are they more sensitive, more aware in their appraisal of the issues in which they are involved? Again, yes. Are they more concerned, more interested in their community, their state, their nation, their world, whether the issues are specifically related to them or not? Absolutely. A fifteen minute conversation with many would provide convincing evidence.

The study program offered a new dimension to a group of thoughtful, concerned men who wanted to learn and were willing to ask questions. The program provided a climate to alter and re-evaluate the goals, personal values, philosophies that they themselves had never before challenged. They took risks. They faced confrontations. They were challenged by new intellectual and emotional experiences.

Are they better farmers, better leaders, better husbands and fathers, better men because of their program participation? Almost anyone involved directly in this unique program would respond unequivocably yes! Outcomes were not universal in all farmers, of course. Nor was uniform growth exhibited. But change did occur.

As a group, the participants in the five groups by most any standard would be considered modest. That, perhaps is the rural norm. Since most of the outcomes of the program must be equated in what happened to the participants, the farmers often were reticent in expressing reactions to the program and in the assessment of its worth, and value to them. But they did verbalize, comment and report about their unique experience. A sampling:

*"It changed me more than I believed possible, but also changed those around me more than I thought it would. I'm now appreciating it more than ever."*

*"The program was something I can never repay, think about at least twice weekly, and will always enjoy the people and the awakening of what abilities I have."*

*". . . by far the most valuable single thing I have ever participated in."*

And such enthusiastic responses as:

*"Absolutely fantastic experience!"*

*"Worth every effort that was necessary."*

To the pointed query, "Was it worth it?" came:

*"Yes . . . Amen!"*

And the wives added:

*". . . well worth the efforts. We grew beyond our own cocoon."*

*"We knew it would be . . . life is one large experience and this one was rather special!"*

### *Individual Evaluations*

At the end of each three-year program, those involved were asked to assess what had been achieved. Were expectations fulfilled? Did the program have a payoff in leadership development? In increased potential? In attaining objectives?

To most of these questions, the majority of participants, and project directors answered with a convincing "yes." But what meter or gauge can be applied to measure results, achievements, benefits? What yardstick can be used other than enthusiastic comments elicted from the Kellogg farmers themselves?

While feelings can be verbalized, they may be difficult to plot on a ten point scale. At year end in final program evaluations, participants provided hundreds of comments — some trite, some profound, some pedestrian, some articulate — but all sincere. Program leaders collected these comments from the farmers, their wives, observers, instructors and those with whom the farmer came in contact.

As the program closed for each group, the farmers responded to such questions as:

. . . My most impressionable experience?

. . . Was it worth it?

. . . My most useful experience?

. . . What I learned about myself?

. . . What changes I've seen in my colleagues?

. . . Me — as seen by others, before, and after?

. . . Us — our perspectives, our roles?

. . . My long range goals, before, after?

Predictably, most replies were highly positive. But not all were.

International travel probably made the most dramatic impact. The world tour was frequently mentioned as the "most impressionable experience." Almost all groups were struck with the unbelievable poverty they saw in all parts of the world they visited. A wife summed it this way, "Listening to my husband tell the children story after story of his trip was my most memorable experience." Tremendous as the travel was for the participants, one wife wryly commented that her most impressionable experience was the time her husband announced he would be gone from home for six weeks!

Among "the most useful experiences" were:

*"Accepting that there were more reasons for doing things than just mine!"*

*". . . a realization that I could no longer be a spectator in life."*

*"The opportunity to broaden my horizons in areas not strictly related to agriculture."*

The wives, often thrust into new experiences by their husbands' absences, gained many new confidences. They reported:

*"Much more capable of making decisions than I realized."*

*"That I can get along without my husband but I don't like to."*

*"That I have much more to offer than I realized. I feel I am more outgoing and giving now and am more willing to get involved rather than sitting back and watching."*

*"I learned about myself — that the more I learned about the project, the more I felt a part and supporter of it."*

The farmers too exuded more confidence and self assurance. Some typical responses:

*". . . before, a young man in the community with a potential to make some contributions. After, an individual with sound thinking ability to permit working with people having a diversity of ideas, an ability to get things done."*

*"The community expects more of you, more exposure in press, more leadership positions available because of background."*

Was it worth it?

*"Best thing that's ever happened to me!"*

*"Ten times the money I put into it."*

*"Absolutely fantastic experience."*

*"I would do the whole program again and finance it myself!"*

*"It opened up so many opportunities at an earlier age than might otherwise have happened."*

*"We would do it all over again."*

*"The returns are spilling over into many of my professional activities."*

At what cost? — There were, of course, some out-of-pocket costs, some loss of income and other intangibles such as:

*"Missing the growth of my family."*

*"Inconvenience and difficulties which arose at home while I was away."*

*"The program cost me not dollars, but it did cost me some frustration."*

Costs to others? The wives added:

*"It cost me some sleepless nights when my husband was away."*

*"Some sacrifices, but I don't regret any of them."*

*"Nothing except some nervous anxiety once in awhile."*

*"Five weeks of loneliness!"*

*"It cost us very little in money but did cause a loss in some areas of our marriage."*

On the negative side, farmers most often mentioned having to be away from home and frequently cited was the need for greater wife involvement in the study program. Wives had a vicarious participation. For many it was rewarding and stimulating to share experiences with their business-partner husbands. For others it was a frustrating and sometimes disappointing involvement. More consideration may well have been accorded to the husband-wife relationship throughout the duration of the program. Emotional tension could not be ignored.

The closely linked partnership of farm business, home and family is uniquely different from the career life-style of the college professor, sales executive or merchant. Wives proffered a strong voice that the program could and should have included more shared activities for husband and wife. As one wife expressed it, "a fabulous experience for him, but I learned that he was now in a world of which I was not a part."

For some participants there were ambivalent feelings; for others, frustration. A sampling of these:

*"Now that the study program has me all mixed up, who knows where I go."*

*". . . An inability to evaluate and explain or share with others."*

*". . . trying to stay interested in farming as a means of direct livelihood."*

Some of the participants did leave farming. This was anticipated. Some farm businesses suffered which later mandated the family leaving the farm. Aspirations shifted, priorities were reordered. These also were assumed consequences.

### *Hastening Leadership*

One important goal of the study program was to reduce entry time into leadership activities. The array of activities in which the Kellogg farmers now take part attests the progress toward this goal.

How much has the gap been narrowed? For some, five or ten years. For others even more, and for some perhaps less. These are the farmers' observations:

*"The Kellogg Program was the greatest experience possible. It opened up so many opportunities at an earlier age than might otherwise have happened."*

*"My community has accepted me as a responsible leader and entrusted me with much more than I would have imagined five years earlier. It is a gratifying feeling."*

*"I am no longer a passive spectator but an active participant."*

*"I have much more to offer than I realized. I feel I am more outgoing and giving now and am more willing to get involved rather than sitting back and watching."*

*"The Kellogg Study Program carries a great deal of prestige in our area — he is viewed as someone special and surely more is expected of him."* — Wife's comment

### *Self Image Changes*

Many people accept leadership positions shyly or reluctantly. And even though acceptance into the five groups was highly selective, several farmers did not regard themselves as leaders at the beginning of the program. But self-images changed. When they had concluded this program, the farmers started thinking of themselves as leaders and they sought leadership involvement. They accepted new challenges more readily. This is how one farmer summed it up:

*"A lot of fellows who had participated in the program had the potential to lead. What they gained through their association with the program was self-confidence to speak up; self-confidence to stand up."*

Program staff believe that the self-confidence fostered by exchanging ideas, voicing opinions, gaining information, being exposed to new situations and traveling helped participants become better leaders. They discovered that their ideas were worthwhile, that they did have something to offer. They became aware that action resulted not only from sound leadership but also by informed participation, the support of good listeners and the willingness of people to become "do-ers." They learned that a successful democracy demands and needs both "chiefs" and "Indians."

Some participants came to think of themselves as leaders because that was what their communities expected. During the program it became apparent that self-image was more encompassing than self-confidence because it involves basic attitudes and philosophy. Some participants' self-images were shaken, modified or even reversed during the course of the program.

*"I am no longer sure the term 'conservative' fits me. I now find myself agreeing at times with views that I previously would have labeled very liberal."*

*"Self-confidence is one of the biggest things the program gave me. If it weren't for the Kellogg Farmers Study Program, I never would have had the nerve to take the community leadership roles I have."*

*"Because I feel my opinion is worth something, I'm now more at ease in public hearings."*

One wry remark by a farmer was:

*"I have lost our community's image of a straw-sucking farmer!"*

### *New Community Roles*

When they returned to their communities the Kellogg farmers experienced a new role — that of community leader. They have become more active in community activities, organizations, and government units. A high percentage are involved in agricultural leadership roles on local, state, and even national levels.

The quality of their community leadership has also changed. Some

farmers may not be involved in more activities, but they contribute more to those in which they are active. They are better informed. They are better able to express their ideas. Kellogg Farmers are keenly aware that an informed citizenry is a prime ingredient if leadership is to function successfully. While leaders should have a well-grounded knowledge base, and organizational skills, they also need the capabilities to identify information resources, and to enlist cooperation and support for effective decision making activities.

Spheres of influence also changed. One farmer noted, "I have less influence in my local community now because I am more involved in state and national affairs. The local community functions well without me but I do think I have some indirect influence."

Kellogg farmers returning to the home environs faced questions, doubt, escalated expectations, suspicion, even subtle or direct insult. Among the comments:

*"Too many local people expected me to participate in too many community activities as a result of having been through this program."*

*"I heard many times, 'So you were a Kellogg Farmers participant.' Whether it was a compliment or dig made me wonder at times!"*

Re-entry into the setting of a small rural community loomed differently than might have been the case in a cool, impersonal suburb or the bustling, detached center city. Farmers found that friends, neighbors, acquaintances — even wives and children — can form opinions, harbor resentments, and hold biases as well as supply support in trusting or cordial relationships. While most of the farmers returned to a community with equal or a new esteem, it was not so for some. This consequence is a calculated risk for a participant and a consideration for program planners.

### *Improved Decision Making*

Another important factor in leadership effectiveness is the ability to identify and solve problems by listening to varied points of view, examining varied aspects, exercising options and weighing alternatives.

Evaluation of critical thinking ability is not easy. Many program participants feel they are more aware of issues and better able to examine a situation objectively. As a result, they can make sound, informed decisions.

In nominating a west Michigan fruit grower for the program a farm leader noted, "The greatest strength of the farmer I nominated was his willingness and ability to analyze a situation thoroughly." Such abilities were among those that the study program designers hoped would be enhanced. Having participants of this caliber in a group provided positive influence to others. Examples:

*"The program made me realize that some of the pat answers we hear are not the only, or necessarily the best answers. I am not so quick to grab at a solution and say this is the only answer. The experiences of the three years have helped me to view my problems in a different light. They taught me to think."*

*"I feel that I learned greater respect for other people's attitudes and philosophies: I discovered that my own could be a result of my background and not the result of my own thinking."*

### *Improved Communication Skills*

The ability to express ideas was stressed throughout the program. All participants were given numerous opportunities to practice the essentials of effective communication. Farmers could witness in many settings the classic communications model whose dictum is, "WHO says WHAT to WHOM with what EFFECT?"

Though the farmers spent many hours as listeners they also had many chances for expression. Today the farmers are both better listeners and speakers. Much of this can be credited to their experiences in the program. They can express their ideas more effectively. Coordinators underscore this emphatically by comparing entry and post-program abilities.

The farmers are better readers, too. Many of them read more, and read about subjects and issues covered in the program. They are now more likely to read materials that contradict their beliefs rather than those that support their own biases. "I guess I never felt I was capable of communicating effectively with other people on my own peer level," one farmer said. He added, "I faced this insecurity (or lack of self-esteem); coped and conquered."

Development of communications skills, coupled with increased critical thinking ability provided other spin-offs in fostering improved leadership capability. A coordinator's summation was that:

*"One of the most apparent changes within the groups during the three years was an ability to raise relevant questions. Such questions might be addressed to anyone — a psychology professor, a missionary in Peru, a British farmer or the President of India."*

*"I learned about other countries, other world activities,"* one young leader said, *"but mostly how to communicate and educate myself — to broaden my interests."*

### *Commitment to Agriculture*

The three year experience ended with a strong commitment to agriculture. Only two of 150 have left agriculture completely. The majority still actively farms. But the farms are not the same. Businesses are larger; some farmer-operator enterprises have doubled in size. Farmers' management ability improved with a better understanding of themselves and others. They gained much from their colleagues and their travel experiences. They are better able to make sound decisions.

Decision making is crucial to the business of farming. One vital decision is an equitable division of time between the farm, farm organizations and community service. Put succinctly by one participant, "Before entering the program I was interested in being a good farmer and making money. Now I am more interested in being a good citizen, helping my family grow, helping people and making money."

The broadened perspective of the farmers has and will produce continued changes. The farmers now see farming more as a business than a way of life. They are more willing to make changes, to try new techniques and eliminate marginal enterprises. They are convinced that successful farmers have a responsibility to participate in activities and organizations that support commodity as well as broad-gauge agricultural interests.

### *Commitment to Lifelong Education*

One indication of the program's success is the participants' commitment to continuing education. Each group of Kellogg Farmers meets for an alumni weekend at least once a year. Getting to know other successful young farmers was an important part of the program and participants wanted to continue this association — and to keep on learning. From these meetings comes exchange of continued awareness for new opportunities.

The alumni weekends are planned and paid for by participating families. They are patterned after campus institutes and often center around a single theme — such as drug abuse, crime or the energy crisis. Wives are invited, and attendance is traditionally good. While socializing is an important part, it is not the focus of the "reunions." One farmer noted:

> *"At our alumni meetings we are always studying some important topic with good resource people and well coordinated field trips."*

Another added, "The formal program has ended and my desires have just begun."

Additional comments give firm testimony that the farmers who undertook the study experience have a strong commitment to continued study and education both as informed leaders and as citizens of their communities. Looking back on the first five years of the program, Elton Smith, president of the Michigan Farm Bureau and a member of the advisory group concluded:

> *"Of the programs in agriculture that the Kellogg Foundation has funded, this has been one of the most productive, in large part because its effects and impacts are on-going. Those who participated are going to be giving leadership to their communities, to the state, to commodity organizations, and to organizations like Farm Bureau for years to come."*

Other state organizations like the Farm Bureau also have noticed the impact as members of the select group of 150 begin to assume positions of leadership. In spite of being newcomers, they are respected as vigorous proponents and colleagues who have much to offer.

### *Family Impact*

The Kellogg Farmers Study Program was designed to develop the leadership potential of 150 farmers, but its influence spread far beyond this group. The most immediate and strongest impact was on the participants' families. Some of the youngsters were much too young at the time their dads were involved to have known or felt any effects. Others were impressionable pre-teens and teenagers. Wives learned a great deal, both

from their new role as "interim managers" and from listening to their husbands describe their experiences. Wives frequently talked to other wives and their own participation in selection or summer institutes gave them new insights. While wives related to many of their husbands' experiences, the potential for new and lifelong friendships was a rewarding "spin-off."

Many participants felt the wives should have had more opportunities for direct involvement in the program. But most agreed that wives did benefit from their detached or indirect involvement. But the very nature of farming may suggest the usefulness of a team approach. True, some wives prefer not to get involved, either in the farm business or in their husbands' community and organizational activities. But many do. In some families it is the wife who is the best read, most well informed and the most eloquent spokesperson. A program which would capitalize on opportunities for both husband and wife should offer distinct potential.

Perhaps with their less involvement and greater objectivity, wives were frequently the most verbal in reacting to the program. Presumably the expression did reflect some degree of family consensus. This is a sampling from both husbands and wives:

*"Experiences and knowledge my husband gained were definitely reflected upon the entire family — and a definite asset to our lives."*

*"I think the family has been drawn together even more than it has been pulled apart."*

*"Before, my goal was to be a farm wife and mother. Now, it's to be a 'sometimes politician's wife' 'sometimes farmer's wife,' to play a stronger role in the knowledgeable workings of our farm, to develop myself other than a wife and mother."*

*"Together we disagree more but are able to talk more intelligently and are more informed. Our roles, I feel, are changing."*

*"We were forced to mature because of the program. We had to develop a certain independence because our husbands were away so much."*

Children were affected too. They missed their fathers. Older children took on extra responsibilities while their fathers were away and for some, this offered new challenges. Children learned more about the world by following their dads' routes on maps and from souvenirs and stories. For many farm families this was a new experience. Farm duties seldom permit ranging travels. Some of the farmers visited their children's schools to give slide presentations and answer questions about their trips.

The experience meant many things to many families. Diaries of the 150 families no doubt could provide volumes of interesting reading.

*"Our children were old enough to appreciate most of the program. They were proud of their dad. Today, seeing much of what he learned has been a help to all of us."*

There were children of all ages. New babies were born during the study program period. For the very young it was a quite different experience.

*"Our children were too young to understand the Kellogg Program at*

*the time. However, the trip when daddy went around the world to get me some dollies is still talked about. Our experience affected many, many people among our family and friends."*

One farmer noted, "My kids are a lot smarter at their ages than I was. The program had to be an input into their lives, that helps them. My wife and parents are proud and have broader horizons."

The program was not without problems for many families. Closely knit farm families having "the man of the house" away 3-4 weeks a year called for some major adjustments and assuredly some confrontation. Wives probably were something far short of exuberant for the program when a young child became ill on a cold winter night with a long farm driveway choked with snow!

And chasing cows from a cornfield, picking fruit or settling a hired labor dispute came in a poor second to the thought of travel in California, Washington, D.C., or Africa. For some it meant a knowledge gap with husbands enjoying many new experiences. Some expressed it this way:

*"The husband changes (not just grows) as a result of the program, and the wife needs to be a part of this change in order to avoid the friction between couples that a good many experienced in this program."*

*"I learned that I needed more fellowship with others outside my own circle. More education to try to keep up with my husband. My heart and eyes are opened."*

*"My spouse felt I 'grew' as a result of my experiences faster than she did — I passed her by."*

***Participants' families were affected greatly by the program.***



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## CHAPTER SEVEN:

## Conclusions and Recommendations

While evaluation is a continuous process, it is certain that the leadership development, the personal and professional enrichment goals of the Kellogg Farmers Study Program conducted at Michigan State University have been achieved. Michigan agriculture and many of the state's rural communities have been infused with a group of rural professionals dedicated to the industry, aware of its impact on community, state and nation and with a firm determination to contribute to its betterment. The young farmers with their newly developed organizational and knowledge capabilities are aware of themselves as agents capable of effecting change.

Even in terms of participation, when viewed against their earlier range of involvement, the farmers have changed. Some have restricted their activities to specific areas; others have expanded or concentrated on new ones. Some are accepting new responsibilities, others are intensifying prior ones.

### *Staff Experiences*

Individuals from the University, professional, business and governmental communities all were affected to some degree by involvement in the study program. Group coordinators, resource personnel, administrators — all were influenced. All were confronted by personal and professional challenges. Spin-off programs have shared successes. These have evolved and benefited from the lessons gleaned from the Kellogg program. Experiences have inspired others to adapt the model to other states, to industries beyond agriculture, to other groups, in other dimensions.

The study program had many rewards. The group coordinators quickly point out the personal challenges they experienced through participation. Just as the participating farmers discovered effects on homes and family relationships, coordinators, too, experienced challenges and exhibited professional growth. They too made major time commitments. They often continued to fulfill various administrative and academic functions while participating in the program. Some were forced to defer other projects for two or three years. Research was delayed and program staff had limited time to contribute to academic publications, to faculty activities, or to University policy-making and government.

There was another important professional aspect. On one hand, many who participated in the program found themselves justifying their involvement to colleagues, defending themselves and the program for the input of time and energy. At the same time, program faculty and staff were exposed to new professional resources and ideas by generally unfamiliar groups. There were instances of insecurity among peer professionals, interacting with these experts and specialists. Transplanting farmers from barnyard to classroom and expecting them to adjust, adapt and produce was a genuine concern. But role change became a sensitive issue among faculty, too. "We exposed them to their voids. Their voids were also our voids," one coordinator notes of the similarities between the participants

and staff. "We gained awareness, too. We were right beside them, developing, changing, growing as they did. Your confidence changes in assembling a world tour or participating in activities for which you have no frame of reference. Your professionalism is your strength as a faculty member. But our faculty was put in unfamiliar areas. There was insecurity."

Another coordinator found that the study program experience clarified his own priorities, his self-concept and his goals. He learned to listen and to be patient. He has defined more clearly what he wants from life, from his career and from his personal relationships. He has confronted issues and made decisions. He admits he is better for it. He, like his colleagues, believes it is no mere accident that four of the coordinators have moved to more responsible, professional leadership positions. The Kellogg experience surely was one of the springboards. Resource personnel voiced satisfaction, and gratification with the program and the caliber of participants. They were impressed with the farmers, with their desire to learn, with their innate curiosity. They enjoyed the experience as an intellectual adventure. One professor noted the constructive dialogue and the considerable ability of participants in adapting to the classroom situation:

> *"They expanded intellectually, culturally, technically, humanistically. Taking part in such a learning experience clarifies my understanding of how ideas can be used. This is especially profitable with adults."*

Another member of the resource staff noted changes in what he termed "the participants' bias index" — the expanded perspective from which they viewed issues and policies. He cited changes resulting from the world tour, their intense concern about the poor and indigent in underdeveloped countries.

A discernible feature of the study program, not necessarily planned, was the lack of a hierarchical structure of participants and staff. There was an abiding respect for each other as people and as individuals that carried over into ideas, philosophies, concepts and attitudes for both farmer and professor. All were, in truth, participants. Certainly some differences were demanded in order for the objectives to be realized — to make the program work. One salient guideline for similar projects to consider well is that: "Everyone was in it . . . together."

### *Recommendations for Program Planning*

Some conclusions have been drawn for consideration in planning future projects. While these may appear somewhat speculative, they merit attention as an outgrowth of the Michigan program:

1. In the establishment of a broad adult education program, it is important that such projects be carefully and systematically legitimized with key university officials, staff, and rural leaders who are in a position to assist or support it. This should be done well before the project is undertaken.

2. It is important to include a cross-sectional representation of university personnel in the planning and conduct of the total program.

3. The mix of university, rural, and industry leaders on a program advisory committee can result in substantial benefits to the program and in other related ventures.

4. The selection of coordinators who have training, experience, and high motivation for their roles will substantially enhance program success. Additional specific guidance training and interaction of program coordinators will improve their roles and satisfaction.

5. The development of new educatonal programs around specific behavioral objectives will make them more palatable, increase their likelihood of success, and encourage systematic evaluations.

6. Increased participant input in the planning and conduct of the activities as the programs progress enhances program content and methodology.

7. The use of a "selection institute" and "fellowship award" announcements adds desirable status and visibility to the program and helps to assure appropriate participation.

8. A mix of educational approaches is desirable. Combinations of classroom presentations, field trips, printed materials, and learning techniques, yield the greatest returns.

9. Participants need to be provided maximum opportunities for interaction and for bringing their own experience to bear on problems. Group experiences have special payoffs in providing checks and reinforcements in individual behavior.

10. Special funds, such as those provided for the MSU program, make it possible for an institution to move ahead innovatively and to draw upon competent resource personnel both within the institution and outside. Participants are willing to pay fees.

While those connected with the Michigan State program generally praise its success, some adjustments could provide for refinements:

1. Increased involvement of wives in the program is essential. As this report clearly notes, wives were directly involved only in selection and summer institutes. Indirectly, their involvement ranged from minimal to significant. Some were satisfied to get briefings of various activities, others wanted to learn as much as possible about program content. The role of women has greatly changed over the last decade, changes which have been felt in the lives of rural as well as urban women. While parallel programs for women or farmers' wives are not proposed, future programs should provide additional options for wives.

2. The one aspect of the program which seemed weakest, both to learners and leaders was the Library-by-Mail. This home study program was intended to be a key link between group meetings and was to provide sufficient background for lectures, discussions, and travel.

Few were active users of the Library-by-Mail. Some farmers indicated that they simply did not have time to participate in the institutes and seminars, manage their business, plus do the outside reading. Others were over-

whelmed by reading a list of books on unfamiliar subjects and with little bibliography beyond title and author. Participants need to be assisted in the study effort with reading lists that include brief abstracts of the suggested materials. They need to receive a reading guide with their selected materials.

3. In planning programs, more consideration should be given to adult education and learning theory. Adult educators generally believe that learning, especially adult learning, depends on the active search for meaning. The more involved the individual is in that search, the more meaningful the learning experience. While much of the study program was based on this theory, it could have been expanded.

4. Programs could be further improved by adopting more measurable objectives and choosing or developing more refined testing procedures to measure changes brought about through program participation. Clarifying objectives would make for easier determination as to whether the program was achieving its purpose. But there are limitations. Long range goals would have to be measured in terms of intermediate or enabling objectives. Measurements could be taken to determine whether participation in the program helped those involved to move closer to desired skills and competencies.

5. Improved testing procedures for the program need to be developed and researched. Tests used in the study program were to help determine how participation in the program changed participants with regard to critical thinking ability, openmindedness, farm policy opinions, and reading ability. The tests were selected because they appeared to be the only existing ones which approximated the measurements of the changes the program hoped to make. Tests probably were insufficiently precise.

Except for the test of farm policy opinions, most tests were designed for students participating in a two-year general education program as part of a regular college experience. No ideally suitable tests apparently exist for such learning experience as those of the farmer study experiment. The problem in any program to be resolved is whether to test with the best of what is available, even if not really suitable; or, to construct tests which are suitable but on which there would be minimal reliability and validity studies. Until further development and research is done, testing will have to rely primarily on participant response and the observations of those who direct the learning experiences.

### *Program Models*

In the views of participants, their wives and those responsible for the study program, the venture demonstrated a successful project in leadership development. Much of its innovative, creative approach to multidimensional leadership training — community, state, nation, world — is evident. One of the most important and relevant measures of its success is the expansion and application of the program's objectives and methodology to additional areas. Such areas could be either broader, more specialized, academic or pragmatic.

As a model, the program has offered much. Currently, five county or area programs in Michigan modeled, at least in part, after the study program are in operation. While these programs differ in specific orientations, their relationship to the Kellogg program prototype is clear: supplemental educational opportunities that update both present and potential leaders to the pressing demands of their environment.

**New Horizons Study Program**

An innovative public affairs activity of the Cooperative Extension Service, the New Horizons three-year program, is an effort to prepare community members for public decision-making by broadening their educational base. Its two main objectives are (1) to build an understanding of the social, economic and political framework within which Michigan communities function; and (2) to use this framework in analyzing local, state and national issues which demand both public debate and ultimate decisions.

The program, part of the outreach effort of MSU's Center for Rural Manpower and Public Affairs, is directed by Department of Agricultural Economics staff through the Cooperative Extension Service. Curriculum content is drawn from the areas of political science, economics, resource development, communications, philosophy, history, education, and sociology.

Participants represent a cross-occupational community section: men and women, business leaders, teachers, professional people, local and state government officials, homemakers, clergy, blue-collar wage earners, as well as farmers and their wives. They are between the ages of 25 and 35, have an interest in improving their community, and are potential leaders. They were nominated by educators, businessmen, leaders of labor and agricultural organizations and civic groups.

During the three-year period, New Horizons provides approximately 150 hours of classroom seminar instruction and selected travel experience.

Participants, in groups of 35, are awarded fellowships that cover the major program cost. Each participant contributes $75 per year toward costs of the study institutes and a one-day visit to the Michigan legislature. Costs for travel to Washington, D.C., to study decision making at the state and national level also are assumed by participants.

Six groups with 225 participants have completed the three-year program. Three additional groups (115 people) are currently in their second or third year of the program.

**Quest for Quality**

If the leadership experiences derived from the farmer study program were profitable for lay citizens, was there a parallel for professionals? "Quest for Quality" was designed for Cooperative Extension Service staff in order to expand their awareness of the broader societal issues affecting the communities in which they served.

The two-year program was a joint effort of the Extension Service and the MSU Departments of Resource Development and Agricultural Economics, and the Center for Rural Manpower and Public Affairs.

Thirty participants were selected for each of two groups on the basis of their capacity for involvement with the issues, some proven implementa-

tion of the program's philosophy and personal desire for self-improvement. Participants represented a cross-section of the state, professional fields, interests, philosophies, share a common concern for the broader issues of man and his community.

Fellowships were awarded in the form of study materials, food and lodging during on-campus institutes and transportation and maintenance for national and international travel seminars. Each participant contributed $50 per year toward costs.

Six, one-week seminars, three during each program year, were conducted on the MSU campus and at selected locations throughout the state. The curriculum included political science, sociology, economics, communications, philosophy, history and education. In-class experiences were integrated with field trips. Guest speakers and MSU faculty participated as resource staff.

Travel seminars played an important role. These included a five-day trip through Michigan during the first year and a ten-day tour of various national points during the second. Also, an international travel program with trips to Mexico and Great Britain was included to provide participants with still broader exposure to alternative models and contrasting environmental experiences.

**Project TEAM (Teen Enrichment and Maturity)**

Project TEAM was initiated to aid the personal and leadership development of teenagers involved in 4-H activities. The statewide project, which provides challenges and insights not available through more traditional 4-H programs, was developed by the Extension Service 4-H program staff and focuses on personal development, awareness and communication.

Among the project's objectives is the encouragement of the young people, particularly older youth, to become involved in community activities. The program provides the teenagers with the opportunity to interact with adults and to become acquainted with leadership responsibilities and decision-making roles.

Four regional orientation programs feature issues such as value clarification, group cooperation, self-awareness, communication and self-enrichment.

**Project LEAD (Leadership, Experience and Development)**

LEAD focuses on college students and its program is integrated with the curriculum of MSU's College of Agriculture and Natural Resources.

Thirty sophomores, juniors and seniors, and six faculty members, are selected during the fall term to participate in the project which combines discussions, seminars and practical experience with social, economic and political issues affecting the University and local communities. Some program aspects also cover state and national concerns.

The program includes group seminars and discussions and meetings of five or six students and a faculty member. Each student carries out a personal project experience following the program's general outline. Study areas include public welfare, community development, communications,

legal reform, political activism and alternative lifestyles. Resource staff include MSU faculty and staff and specialists in the related fields.

Three field trips include a small, rural community, Detroit's inner city, and the sparse regions of northern Michigan. Participants live with families in these areas, visit with businessmen and civic leaders and discuss issues and concerns with citizen groups.

**Project PROF**

PROF provides opportunities for personal and professional development for college faculty. It is well recognized that college faculty require continued professional updating to maintain competence and increase levels of teaching excellence.

While most college instructors come well-prepared in technical subject content, most have limited training in the teaching/learning and/or human development process. Project objectives are to acquaint university professors with the multitude of available teaching resources, to provide an opportunity for discussion and interchange of educational concepts and teaching methods; to encourage group evaluation of educational alternatives and to provide the motivation and means to innovate a new teaching experience.

The two-year program features formal lectures and discussions, and travel seminars.

## EPILOGUE

by Dr. Gary W. King, Kellogg Foundation Program Director

The W. K. Kellogg Foundation has provided assistance to three additional rural leadership training programs based on the Michigan State University experience, in California, Pennsylvania, and Montana. Each differs from the original model because of differences in leadership needs, interpretations of objectives, characteristics of organization, and techniques and procedures of implementation. However, all were initiated because of a perceived need for better leaders in agriculture and in rural areas. All follow the general study-travel format of the model.

The program in California is administered by the Agricultural Education Foundation and utilizes educational contributions from the University of California at Davis, California State Polytechnic University at Pomona, California State Polytechnic University at San Luis Obispo, and Fresno State University. Initiated in 1970, the California Agricultural Leadership Project received Foundation assistance until 1975, with supplementary funding from two California foundations. Since then, California-based agribusiness concerns, convinced of its long-term value to California agriculture, have contributed to extend the project to the present. The sixth "class" of 30 young farmers, ranchers, and agribusiness executives is currently being conducted.

The Pennsylvania Public Affairs Leadership Program is administered by the Pennsylvania State University. Initiated in 1970, the program has

provided training experiences to 635 young Pennsylvania rural leaders. Participants include residents of rural areas and small towns, whether related to agriculture or not.

In Montana, the Kellogg Extension Education Program has reached a total of 814 people. Since Montana is a rural state, participants come from towns as well as open country. Program leadership is provided by Montana State University.

### *Second-generation Programs*

One of the Foundation's objectives in assisting these rural leadership programs was to influence the formal and informal education patterns in the participating institutions of higher education — to encourage them to provide opportunities (similar to those made available by Foundation-funded programs) to a wide audience. This publication describes the "spin-off" effects at Michigan State University — Quest for Quality, New Horizons, Project LEAD, Project TEAM, and, most recently, Project PROF. These programs incorporated procedures, techniques, and subject matter materials developed in the pioneer Kellogg Farmers Study Program.

The "second-generation" effects have been more difficult to discern in California. Since several universities participate, no single institution has felt able to establish similar programs for other groups. Moreover, enthusiasm for the original program still runs high and institutional contributions to that effort are still substantial. The cooperative relationships between and among these schools in the California Agricultural Leadership Project has promoted their acting together in many areas, something that did not often happen in the past.

Since 1971, Montana State University has operated Communications Workshops in addition to the three-year study-travel program. These one-week workshops are designed for people who cannot make the time commitment required for the more intensive experience, but who provide public affairs leadership in their local communities. Subject matter studied includes social relationships, decision making, personal communication, and current social issues. In addition, an annual state-wide conference is held on the campus at Bozeman for state leaders, devoted to some topic of timely interest. Participation in these conferences has been enthusiastic.

Initially, the program in Pennsylvania included three groups of 35 each in three sections of the state. After the first year, 30 were chosen to continue for years two and three. Because of logistical and selection problems, this system was amended so that only one group is identified for the total experience. To economize while retaining most of the educational values, the program was cut back from three to two years, still including the international travel component. In the past two years, the Cooperative Extension Service has initiated two regional, multi-county leadership training programs for local participants. While still experimental, these activities appear to be effective in addition to being enthusiastically received.

### *Evaluation Efforts*

The programs are difficult to evaluate because of their long-term objectives — improving the quality of rural leadership over a long period.

As indicated in the descriptions of the Michigan State University program, the participants themselves testify to the great personal value of the experience and their records of leadership activities suggest they were the right people to participate. But judgments about cause and effect are risky and part of the objectives relate to the quality of the decisions made by leaders, always hard to evaluate. Each of the project directors has a good deal of objective data on participants, before and after experiencing the programs. A longitudinal study of all four projects is now being planned to provide more objective data on which to base judgments of program effectiveness.

The Kellogg Foundation has a long history of encouraging the development and training of leaders, in a variety of fields. We at the Foundation hope, and feel with some confidence, that the quality of rural leadership in the four states has been improved through the efforts and activities of these projects.

*Travel seminars included visits to the Nation's Capital.*



BEST COPY AVAILABLE

## APPENDIX

### *Nominations Request Letter*

The Kellogg Farmers Study Program is beginning its fourth year, and we are now seeking nominations for a fourth group to enter the program in December, 1968. The first group, selected in the fall of 1965, has now completed its third and final year of formal activities. The second group selected in 1966 and the third group selected in 1967 have completed the second and first year of their three year program activities respectively. We continue to be impressed with the interest, enthusiasm, and hard working attitude of these young farm businessmen from throughout Michigan. A list of the names and addresses of the Kellogg Fellows selected in the first three groups is enclosed.

Nominations are the principal means of identifying successful young Michigan farmers with outstanding leadership potential. Thus we are asking your assistance in identifying the best possible candidates from which to select the fourth group for this unique educational experience. The enclosed information brochure outlines the study-travel program for the fourth group. You will notice some slight modifications in the program from past years. Participants should be successful farmers committed to farming as a chief means of livelihood. They should be approximately 25-35 years of age and should show definite signs of leadership ability.

"What do we mean by a successful farmer? How is leadership potential identified?" As you know, success in farming depends on many factors. Simple measures such as size of farm or present net worth may tell only part of the story. Likewise, a ready index of leadership ability and leadership potential is not available. Therefore, we are asking for your best judgment as one who knows and works with farmers and agricultural leaders.

Please nominate the young farm businessman whom you consider to be the best qualified for the program by completing the enclosed nomination form. If you are acquainted with several eligible candidates, we will be happy to send you additional nomination forms. Also you may know an individual who has been nominated previously but has not been selected. If you feel he is the best candidate you know, please nominate him again. The deadline for nominations for Group IV is August 21, 1968.

Thank you for assisting in this very important first phase of the selection process.

Yours sincerely,

G. E. Rossmiller, Coordinator
Group IV, Kellogg Farmers Study Program

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## *Nomination Form*

1. Name of Nominee_____
2. Address_____
3. County_____
4. Age (approximately) _____
5. Why do you consider him a successful farm operator?_____

   _____
6. What indication do you have that he has leadership ability or leadership potential? (Be as specific as you can)_____

   _____
7. Other information you feel will be helpful in evaluating the nominee

   _____
8. Please give two references in addition to yourself who know the nominee.

| | |
|---|---|
| _____ | _____ |
| name | name |
| _____ | _____ |
| address | address |
| _____ | _____ |
| occupation or position | occupation or position |

9. Name of person making the nomination

   _____
   name

   _____
   address

   _____
   occupation or position

| | |
|---|---|
| _____ | _____ |
| telephone number | Your signature, please |

Return to: David H. Boyne, Director
Kellogg Farmers Study Program
Dept. of Agr. Economics
Michigan State University
E. Lansing, Michigan 48823



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### *Application Letter*

You have been suggested as a possible participant in Group IV of the Kellogg Farmers Study Program. This leadership development program for agriculture is now beginning its fourth year. The first group of 30 participants has now completed their third and final year of the formal program while the second and third groups have completed activities in the second and first year of their three year programs respectively. The enclosed information brochure outlines the study-travel experience, and discusses the fellowship award, cost to participants, and the selection process as well as the three general criteria for eligibility.

To have been suggested as a possible participant in this program indicates that you are regarded as an outstanding young farm businessman in your community and as an individual with leadership ability. You can become a candidate for one of the Kellogg Fellowships by completing pages 1 through 5 of the enclosed application form. If you are married, we would like to have your wife complete pages 6 and 7. Please include with your application a personal photograph or snapshot in which you are easily recognized. A picture with other members of your family would be satisfactory. We will not be able to return the picture.

You should know that information on income and net worth will be kept in strict confidence by those who select the 30 Fellowship recipients for Group IV.

I hope you will give very serious consideration to your application. Successful candidates will embark upon a three year study-travel experience designed to broaden their understanding of and ability to work effectively on the problems of agriculture, rural communities, and the world in which we live.

Enclosed is a list of Fellows in Groups I, II, and II of the program. If you have questions about the program not answered by the brochure, please feel free to contact any of the Fellows listed, or me, for further details. If you decide to apply, please complete and return the enclosed application at your earliest convenience. All applications must be postmarked by September 9.

Sincerely,

G. E. Rossmiller, Coordinator
Group IV, Kellogg Farmers Study Program

### *Reapplication Letter*

At the beginning of the fourth year of the Kellogg Farmers Study Program the first group of 30 young farm businessmen have completed their third and final year of structured activities; the second and third groups have completed their second and first year activities respectivelv. The success of the program in its first three years of existence due to the interest, enthusiasm, and hard working attitude of the young farm businessmen participating has provided the incentive to continue the program with a fourth group.

The purpose of this letter is to offer you an opportunity to update the application you submitted prior to this year. If you would like to be a candidate for Group IV of the Kellogg Farmers Study Program please complete and return the enclosed **Supplement to the Fellowship Application.**

The enclosed information brochure outlines the study-travel program for the fourth group, discusses the Fellowship award, cost to participants, and the selection process. We hope you will weigh very carefully this opportunity to be a candidate for the fourth group. In making your decision you may wish to consult with those selected for one of the first three groups. Therefore, a list of names of participants in Groups I, II, and III is enclosed. If you decide affirmatively, please return the supplement at your earliest convenience. All applications must be postmarked by September 4, 1968.

We are pleased to be able to report to you that a Group IV is being constituted and to offer you this opportunity to become a candidate. We look forward to hearing from you in the near future.

Sincerely,

G. E. Rossmiller, Coordinator
Group IV, Kellogg Farmems Study Program

***Summary of Curriculum for Group I***

| Date | Topic | Contact Hours |
|---|---|---|
| | **I. Economics** | |
| Dec. 6-10, 1965 | The Market System (Supply, Demand, Shifts, Elasticity) | 8 |
| Feb. 14-18, 1966 | State and Local Finance: Emphasis on Michigan (Mostly state—little local) | 4 |
| Aug. 3-4, 1966 | The Property Tax: Some Economic Considerations | 1½ |
| | Problems and Progress in Administration of Property Tax | 1½ |
| Dec. 12-16, 1966 | Topics in Agr. Economics (Review, Impact of Technology Parity) | 4½ |
| | What We Need to Know About Index Numbers | 3 |
| Dec. 12-16, 1966 | U.S. Monetary and Fiscal Policy | 5 |
| Dec. 12-16, 1966 | The Federal Reserve System | 2 |
| Dec. 12-16, 1966 | Property Taxation on the Urban Fringe | 1 |

| Date | Topic | Contact Hours |
|---|---|---|
| Jan. 9-13, 1967 | Performance of Agricultural Markets | 7 |
| Jan. 9-13, 1967 | National Income Accts. — Creation of Money | 3 |
| Feb. 6-10, 1967 | U.S. Agricultural Policy | 5 |
| Feb. 6-10, 1967 | Presentation of Cases Dealing with Selected Issues in Marketing and Marketing Policy | 15 |
| Aug. 8-10, 1967 | World Trade Issues | 1½ |
| Nov. 27-Dec. 1, 1967 | International Trade | 5 |
| Nov. 27-Dec. 1, 1967 | Economic Development | 10 |
| Jan. 8-11, 1968 | The Industrialization of American Agriculture | 1 |
| Jan. 8-11, 1968 | European Economic Community and U.S. Agricultural Policy | 3½ |
| | **II. Political Science** | |
| Dec. 6-10, 1965 | Basic Elements of American System of Gov't (Gov't Processes: Leg., Exec. & Judicial) | 5 |
| Feb. 14-18, 1966 | Operation of Pol. Parties and Interest Groups | 3½ |
| | Civil Rights and Civil Liberties | 1 |
| Feb. 14-18, 1966 | State and Local Government: Emphasis Mich. | 5 |
| Dec. 12-16, 1966 | Comparative Political Systems | 5 |
| Feb. 6-10, 1967 | Organization of Fed. Gov't: Emphasis on Executive Branch and Case Study of USDA | 5 |
| Nov. 27-Dec. 1, 1967 | United States Foreign Policy | 5 |
| Aug. 8-10, 1967 | European Policies and Institutions | 1½ |
| | **III. Communications** | |
| Dec. 6-10, 1965 | Reading Tips | 5 |
| Dec. 6-10, 1965 | Use, Misuse and Abuse of Words | 5 |
| Feb. 14-18, 1966 | Communicating in Small Groups | 10 |
| Dec. 12-16, 1966 | Development of the Individual for Communications | 10 |

| Date | Topic | Contact Hours |
|---|---|---|
| Jan. 9-13, 1967 | Group Communications | 10 |
| Feb. 6-10, 1967 | Sources of Information | 3 |
| July 11-13, 1967 | A Universal Communications Problem | 3 |
| Aug. 8-10, 1967 | How to Organize an Effective Meeting & Religion | 1½ |
| | **IV. Sociology** | |
| Feb. 14-18, 1966 | The Changing Rural Society | 5 |
| Dec. 12-16, 1966 | Cultural and Religious Patterns of World Peoples | 5 |
| July 11-13, 1967 | The World of Islam | 3 |
| Aug. 8-10, 1967 | Hinduism | 3 |
| Aug. 8-10, 1967 | Current-Religious Trends in Christendom | 1½ |
| Nov. 27-Dec. 1, 1967 | Communism as a Religious Force | 1½ |
| Nov. 27-Dec. 1, 1967 | Buddhism | 3 |
| | **V. Applied Philosophy** | |
| Dec. 6-10, 1965 | Values and Beliefs in American Agr | 3 |
| Feb. 14-18, 1966 | Discussion on Values and Beliefs | 1½ |
| Jan. 9-13, 1967 | Understanding Attitudes and Values in Modern Society | 5 |
| | **VI. Education** | |
| Aug. 3-4, 1966 | Education: The Development of an Institution | 1½ |
| Aug. 3-4, 1966 | School District Reorganization: Yesterday, Today, Tomorrow | 1½ |
| Aug. 3-4, 1966 | Purposes of Education | 1½ |
| Aug. 3-4, 1966 | Education and the Welfare State | 1½ |
| Oct. 13-14, 1966 | The Need for Continuing Education | 1½ |
| Oct. 13-14, 1966 | Vocational Education | 1½ |
| Oct. 13-14, 1966 | Relationship Between the School Board, Administration & Teachers | 1½ |

| Date | Topic | Contact Hours |
|---|---|---|
| Oct. 13-14, 1966 | Collective Bargaining for Education | 1½ |
| Oct. 13-14, 1966 | The Community College | 1½ |
| July 11-13, 1967 | European Educational Systems | 1½ |
| | **VII. Labor** | |
| July 6-7, 1966 | A Broad Look at the Characteristics and Structure of American Labor | 1½ |
| July 6-7, 1966 | Current Issues in Labor-Management Relations | 1½ |
| July 6-7, 1966 | Goals and Objectives of the Labor Movement | 2 |
| July 6-7, 1966 | Tour of Fisher Body Plant, Lansing, Mich.<br>Meeting with management and personnel with responsibility for labor relations.<br>Meeting with officers of UAW Local 602 (Fisher Body Local)<br>Meeting with six leaders of cross-section of labor unions in Lansing area. | |
| | **VIII. International** | |
| Aug. 8-10, 1967 | European Farm Organization | 1½ |
| Aug. 8-10, 1967 | South America — Its People & Problems | 1½ |
| Aug. 8-10, 1967 | Land Reform in South America | 1½ |
| Nov. 27-Dec. 1, 1967 | An Overall Perspective of Asia<br>An Overall Perspective of Africa | 2½<br>2 |
| Jan. 8-11, 1968 | A Geographer Looks at Asia | 2½ |
| Jan. 8-11, 1968 | European Group Orientation | 3½ |
| Jan. 8-11, 1968 | S. America, Africa & Asia Group Orientation | 12½ |
| | **IX. General** | |
| Dec. 6-10, 1965 | Current Reorganization of Dept. of Agriculture | 1 |
| Dec. 6-10, 1965 | The Michigan Ag. Marketing Study | 1½ |
| Feb. 14-18, 1966 | Natural Resource Use and Development: The Mich. Picture | 3 |

| Date | Topic | Contact Hours |
|---|---|---|
| Feb. 14-18, 1966 | Michigan State and Local Highways | 2 |
| Feb. 14-18, 1966 | Shades of Gray | 1½ |
| Mar. 14-18, 1966 | Recreational Enterprises in Rural Mich. | 1 |
| Jan. 9-13, 1967 | U.S. Economic Geography | 5 |
| Jan. 9-13, 1967 | Mich. Co-op Ext. Service | 2 |
| Feb. 6-10, 1967 | Vocational Training of the Unemployed | 1½ |
| Feb. 6-10, 1967 | Mich. Agricultural Statistical Reporting Service | 1½ |
| July 11-13, 1967 | Triple A to Triple F | 3 |
| July 11-13, 1967 | Taking Informative Pictures | 1 |
| Nov. 27-Dec. 1, 1967 | The Michigan Farm Bureau | 1½ |
| Jan. 8-11, 1968 | Sensitivity Training | 3½ |
| | **X. Art Forms** | |
| Feb. 14-18, 1966 | Dance and Its Relationship to Society | 2½ |
| Feb. 14-18, 1966 | Romanian Folk Ballet Performance | |
| Dec. 12-16, 1966 | Cultural Expressions in Art | 1½ |
| Feb. 6-10, 1967 | Generation — Play | |
| Nov. 27-Dec. 1, 1967 | Shakespearean Theatre & Romeo & Juliet — Play | 2 |
| Jan. 8-11, 1968 | Background for a Symphony | 1 |
| Jan. 8-11, 1968 | Royal Philharmonic Orchestra of England | |

### *State Travel Itinerary*

**Monday**

Morning: Meet with Bill McLaughlin, Chairman, Republican Central Committee.

Meet with Jim McNealy, Chairman, Democratic Central Committee

Tour of Capitol Building

Afternoon: Break into four groups. Each group spent 1½ hours each with two departments of state government. These included the Secretary of State, Treasury, Natural Resources, Education, Civil Service, Agriculture, Commerce and Corrections.

Evening: Visit with Judge Thomas E. Brennan, Chief Justice, Michigan Supreme Court.

**Tuesday**

Morning-
Afternoon: Sessions with participants' Representative or Senator

Evening: Panel discussion by lobbyists
Robert Smith — Michigan Farm Bureau
Donald Taylor — Michigan Food Dealers Association
Jack Rose — Michigan Chain Stores Council, Inc.

**Wednesday**

Visit with District Extension National Resources Agent at Holloway Reservoir, a new metropolitan park for City of Flint and Genesee and Lapeer Counties.

Visit at a recreational farm and a mushroom farm.

Evening: Hugh Locke — Director of Religious Activities, Wayne State University.

Conrad Mallett — Director Urban Extension, Wayne State University.

**Thursday**

Formed into six groups and each group spent the day with one of the following Detroit agencies:
East Side Voice of Independent Action
Cass Methodist Church
Recorders Court
New Detroit Committee
Riverside Lutheran Church
Cash Retraining Programs

**Friday**

Morning: Spent with Greater Detroit Board of Commerce
Luncheon Speaker — James L. Trainor, Assistant to Mayor Cavanaugh

***National Traveling Seminar***

**Saturday**

Morning: 10:00 p.m., arrive Washington, D.C.

**Sunday**

On your own except for sightseeing trip at 1:00 p.m.

**Monday**

Morning: Meetings in Secretary of Agriculture's Conference Room, 218-A

Howard W. Hjort, Director, Planning, Evaluation and Programming Staff; "The Organizational and Program Structures of the Department of Agriculture"

Secretary and Under Secretary; "The Role of the Secretary and Under Secretary of Agriculture"

Dr. Donald Paarlberg, Director, Agricultural Economics; "A Football Game in Which the Time is Running Out"

Clarence D. Palmby, Assistant Secretary; "International and Commodity Programs"

Afternoon: Meetings with Senators Griffin and Hart

Evening: Speaker: Marvin McLain, Assistant Legislative Director, Farm Bureau Leader

**Tuesday**

Morning: Meeting with your U.S. Representative according to arranged appointment

Lunch with your representative as your guest, Room B-354 Rayburn Building

Afternoon: Dr. Alfred L. Edwards, Deputy Assistant Secretary of Agriculture; "Community Development Programs"

Richard E. Lyng, Assistant Secretary of Agriculture; "Food and Nutrition Programs"

Evening: Speaker: Lloyd Fairbanks, National Farmers' Organization

**Wednesday**

Morning: Meeting with Dr. Paul McCracken, Council of Economic Advisors

Meeting with Former Justice Tom C. Clark, U.S. Supreme Court

Afternoon: Travel by air to Huntsville, Alabama

**Thursday**

Morning: Travel by bus to Muscle Shoals, R. O. Woodward, TVA Agriculturist will accompany group

Arrive National Fertilizer Development Center

Fertilizer Research and Development Activities of TVA — Dr. G. G. Williams, Director, Division of Agricultural Development

Agricultural Resource Development Programs in the Tennessee Valley — Dr. B. J. Bond, Chief, Agricultural Resource Development Branch

Orientation to pilot plants and to demonstration scale plants — W. B. Mosteller, Administrative Officer, Office of Agricultural and Chemical Development

Lunch — TVA Cafeteria

Visit greenhouse and fields to observe preliminary evaluation of TVA experimental fertilizer — Mr. Charles Hunt and Dr. David Mays

Visit farm in Colbert County with Enterprises characteristic of north Alabama area — Mr. Richard Gordon Preuit, Mr. Dallas Hollaway, Jr., Extension Farm Agent

Visit Wilson Dam Hydro Plant and navigation lock

**Friday**

Morning: Visit to rapid adjustment farm in Lauderdale County — Mr. and Mrs. Alton Bailey; Mr. L. T. Wagnon, County Extension Chairman and Mr. Charles Burns, Extension Farm Agent

Visit to test-demonstration farm in Limestone County — Mr. and Mrs. Wilburt Warren; Mr. F. K. Agee, County Extension Chairman

Lunch with faculty members of Alabama A&M College; Dr. Robert Bradford, Associate Professor of Soil Science, in charge

Welcome — Dr. Winfred Thomas, Chairman, Division of Agriculture. Informal discussion on minority group problems in education in the South

**Saturday**

Air travel to San Francisco

**Sunday**

On your own

**Monday**

Morning: Bank of America

Introduction — O. W. Fillerup, Executive Vice President, Council of California Growers

Review of the Council of California Growers and Its Activities — Carl F. Wente, Honorary Chairman of the Board

Showing of Film, HORIZON

"A Banker Looks at California Agriculture" — Robert W. Long, Vice President, Bank of America

"California Table Grape Boycott" — Leslie V. Hubbard, Executive Assistant, Council of California Growers

Afternoon: World Trade Center

"Cal-Can . . . Its Structure and Operation" — Henry Schact, Vice President, California Canners and Growers

"Bargaining Activities of the California Canning Peach Association" — Ralph Bunje, General Manager

"Commodities Marketing Program" — Palmer Mendelson, Mendelson-Zeller Company

Adjourn to DiMaggio's — Fisherman's Wharf

Evening: DiMaggio's Restaurant

Guest Speaker — Mr. B. H. Schulte, Vice President, Berkeley Bank for Cooperatives, Berkeley

**Tuesday**

Breakfast at the Nut Tree restaurant, visits at the capitol in Sacramento with government officials involved in education, legislation, and agriculture. Evening session in Stockton.

**Wednesday**

W. H. Libby, Production Manager, Diamond Walnut Growers, Inc., tour of facilities

William DePaoli, California Asparagus Growers Association, Stockton; tour of asparagus production area

Lunch at Stockton Inn. Guests — John Kautz, a young commercial vegetable producer and leader in California agriculture, and others from the area. Tour agriculture in small groups, with our luncheon guests serving as hosts. Bus to the San Francisco airport.

**Thursday**

Spend day with Don Buttons, Coordinator, special events, Sunkist Growers. Tour of Sunkist facilities and discussion of their program of cooperative marketing.

**Friday**

Morning: R. H. Rowlin, Manager, Industrial Relations, Lear-Siegler, Inc. Plant tour and seminar with Mr. Rowlin on topics in the general area of labor and industrial relations

Afternoon: Meet with Los Angeles Mayor Yordy and members of his staff to discuss race relations, education, urban planning, etc.

***International Travel***

**Monday**

Afternoon: Leave Detroit

BELGIUM

**Tuesday**

Morning: Arrive Brussels

Afternoon: Lunch and meeting with Mr. E. Freisberg, Agricultural Information Division, E.E.C.

## GERMANY

**Wednesday**

Morning: Fly to Hannover

Afternoon: Lunch on invitation of the Volkswagenwerk; Visit of Volkswagen plant
Arrive Braunschweig

Evening: Dinner and tour of the historic parts of the town

**Thursday**

Morning: Visit Gut Bebhardshagen-Farm. Lunch and discussion with Mr. Kohler, manager of the farm.

Afternoon: Visit Von Schaafhausen-Farm at Klein-Ihlde

Evening: Dinner with members of the Institute for Agrarokonomie, Gottingen

**Friday**

Morning: Visit farms at Hilkerode with Gemeindedirektor Ballhausen

Afternoon: Visit farm near Hannover or visit with Einbeck-Brewery at Einbeck

Evening: Fly to Berlin

**Saturday**

Tour East and West Berlin for general overview with remainder of day free to attend Green Week

## YUGOSLAVIA

**Sunday**

Forenoon: Fly to Zagreb

**Monday**

Basic briefings on Yugoslavia agriculture, industry, and government. Also we will have the opportunity to get out into the country to see some hill-farm areas

**Tuesday**

Motor to at least one of the two large state farms at Belji or Osijek. Visit a cooperative and small farm in this area

**Wednesday**

Motor to Belgrade with possibility of meeting with Mr. Antum Debrechin, the equivalent to our Secretary of Agriculture

## GREECE

**Thursday**

Morning: Fly to Athens. Tour Parthenon and city

## ISRAEL

Evening: Fly to Tel-Aviv

**Friday - Saturday**

During our visit in Israel we will have the opportunity to visit Holyland sites, developmental sites such as a Kibbutz, as well as to meet with the people of the country.

## AFGHANISTAN

**Sunday**

Evening: Fly to Kabul

**Monday - Tuesday**

Our visit will include an orientation with the American Ambassador, U.S.A.I.D. personnel, and University of Wyoming personnel. Visit farms and fertilizer distribution centers.

## INDIA

**Wednesday**

Forenoon: Fly to Delhi

**Thursday - Friday**

Briefing sessions on India, the U.S. role in agricultural development, IADP activities, and a trip to Agra to see Taj Mahal

**Saturday**

**Free**

**Sunday - Monday**

Depart to Delhi by bus and travel into the Punjab agricultural area of India with scheduled and unscheduled stops

## THAILAND

**Tuesday**

Morning: Fly to Chiang Mai

**Wednesday - Thursday - Friday**

Visit dairy farms, agricultural experiment stations, credit cooperatives, leper colony, irrigated rice and rice milk villages, and teak lumbering

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**Saturday**
Forenoon: Fly to Bangkok

**Sunday**
Trip to floating market and tour of Bangkok

CHINA

**Monday**
Forenoon: Fly to Hong Kong

**Tuesday**
Tour of Hong Kong and trip to China border. Free time

TAIWAN

**Wednesday**
Morning: Fly to Taipai

**Thursday - Friday - Saturday**
Visit with agricultural officials, JCRR, farms and educational institutions

**Sunday**
Evening: Flight home

**Monday**
Morning: Arrive Detroit

*A Michigan farmer tries a South Asian version of rapid transit.*



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